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ABSTRACT

This report presents a summaay and synthesis of data from 43 Wisconsin schools, each of which conducted an extensive vocational program self-evaluation in 1990-91. Chapter 1 provides an overview of the evaluation project process, including the survey instruments used and a list of participating schools. The next eight chapters provide a review of selected data from the aggregate data for these groups: students 1 year and 5 years after graduation and noncompleters; employers of students 1 year and 5 years after graduation; current high school and middle/junior high school students; staff; advisory committees; parents; secondary/postsecondary institutions; and boards of education. Each chapter also provides tables and graphs that display selected information from the composite tables. Chapter 10 provides tables that address each of the six vocational program areas as well as the special needs populations, including handicapped, limited English proficient, and disadvantaged. A concluding chapter summarizes selected data from each of the groups surveyed. Appendixes, amounting to over three-fifths of the report, include the survey instruments used, the aggregate computer tables, a glossary of terms, and a list of acronyms. (YLB)

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1990 - 1991

Composite Evaluation Report for Secondary Vocational Education in Wisconsin

The State of Wisconsin
Department of Public Instruction

Herbert J. Grover
State Superintendent

Richard Dignan
Bureau for Vocational Education

CE 058 583

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COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

Prepared for the

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
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Bureau for Vocational Education
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1990-1991

Acknowledgements

This report is an example of the values of modern technology and the importance of a comprehensive data base. The data collection for this project was started in 1976. The information presented in this report is primarily based on the data collected during the 1990-91 school year. However, having similar composite reports available for 14 previous years made it easier to develop the conclusions and allowed the author to be more definitive and specific in writing them.

Credit for this report must be shared with many people. First, it would not have been possible to have continued this project without the support of Richard Dignan and his staff in the Bureau for Vocational Education at the Wisconsin Department of Public Instruction. Second, but just as important are the contributions of the Local Vocational Education Coordinators, vocational education teachers, administrators and counselors who have participated in these evaluations during the past year. Their dedication to vocational education and their students is what this report is all about.

Last, but not least, I commend the staff on the DPI Secondary Vocational Education Evaluation Project. Their dedicated work and willingness to go the extra mile have assured the quality of the Secondary Vocational Program Evaluation Process. These staff members, Kathleen Hirsch, Alan Gilbertson, Cheryl Lowery, Mark Strohbusch, and Tom Prescott, have been innovators but paid attention to detail. Our clerical staff has also been an important part of the success of this project. Jeanne Stoeklen, Jackie Berg and Mary Weber have served ably. Their ability to do the impossible in a short period of time has been invaluable to the project.

The evaluation project had two co-directors during its last year. Howard Lee, Co-Director of the Center for Vocational, Technical and Adult Education was the other Project Director. It has been my pleasure and good fortune to have been able to work with these staff members and the vocational educators in Wisconsin.

Orville Nelson
Project Director
June, 1991

ABSTRACT

The Composite Evaluation Report for Secondary Vocational Education in Wisconsin 1990-91 represents a summary and synthesis of self-evaluation data from 43 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, current students, staff, and advisory committee members. Schools had the option of gathering additional data from parents, board of education members and secondary/postsecondary institutions. On-site visitations were completed by 19 of the 43 schools in FY91. Although not required because of the reauthorization of the Carl Perkins Act, eight secondary schools are planning to complete the DPI On-Site Visitation Process during October-December 1991.

The data collected was coded to obtain additional breakouts of the school's data. These surveys were processed by the Center for Vocational, Technical, and Adult Education (CVTAE) at the University of Wisconsin-Stout. Schools then developed tables and graphs which were based on the information obtained from their own school district's surveys. These tables and graphs were incorporated into a Self-Evaluation Report which is required by this evaluation process. In June of 1991, the data files for all 43 schools were combined, resulting in information that is contained in this composite report.

This report provides an overview of the DPI Secondary Vocational Evaluation Project process. In addition, there are nine chapters which address specific survey populations. These chapters provide a review of selected data from the composite data. Each chapter also provides tables and graphs which pictorially display the selected information displayed in the composite tables. A concluding chapter summarizeds selected data from each of the groups surveyed.

Appendices include the actual survey instruments used, the composite computer tables, a glossary of terms and a list of acronyms that identify abbreviations specific to vocational education.

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CHAPTER 1

DEPARTMENT OF PUBLIC INSTRUCTION'S SECONDARY VOCATIONAL PROGRAM EVALUATION

Introduction to Process

The Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education progams. From FY78 to FY82 (Cycle I), 244 secondary schools evaluated their vocational programs.

During 1982, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. The revised evaluation model depicted program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Criteria were generated within each program phase indicating key evaluation concerns. The questionnaires and procedures were based upon these identified program evaluation concerns. From FY84 to FY87 (Cycle II), the revised model was used by 250 secondary schools to evaluate their vocational programs, many for the second time.

During 1987, the evaluation model was again revised to reflect the Carl D. Perkins Vocational Education Act of 1984 and Bureau for Vocational Education guidelines and requirements. A revision advisory committee provided input from LVECs, CESAs, Wisconsin Board of VTAE, UW-Stout, and the Bureau for Vocational Education (BVE). CVTAE project staff used advisory committee recommendations in developing the Cycle III (FY88-FY91) questionnaires and procedures. Other input was provided by a business/industry advisory committee and the Wisconsin Association of Secondary Vocational Administrators (WASVA). At this time, 169 schools will have used the third revision of the evaluation model to evaluate their vocational programs in Cycle III.

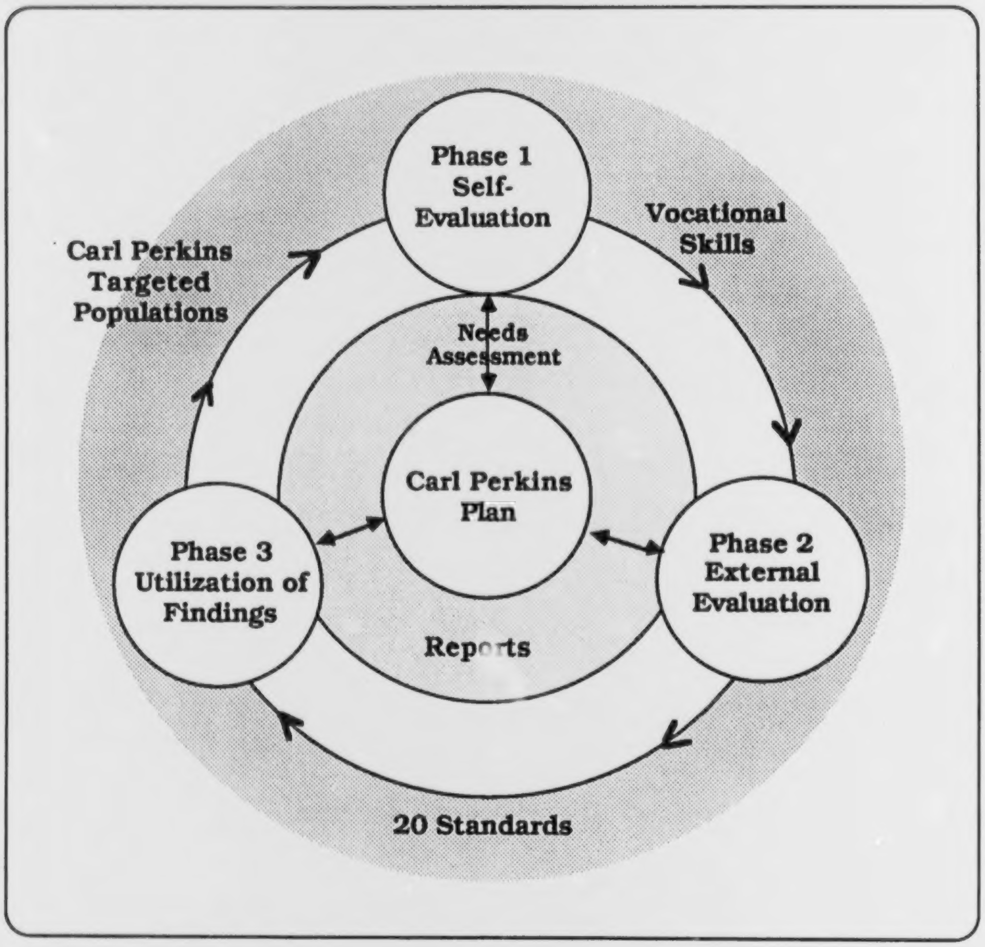
The Composite Evaluation Report for Secondary Vocational Education in Wisconsin 1990-91 represents a summary and synthesis of self-evaluation data from 43 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, current students, staff, and advisory committee members.

Schools had the option of gathering additional data from parents, board of education members and secondary/postsecondary institutions. On-site visitations were completed by 19 of the 43 schools in FY91. Although not required because of the reauthorization of the Carl Perkins Act, eight secondary schools are planning to complete the DPI On-Site Visitation Process during October-December 1991.

The DPI Secondary Vocational Program Evaluation, FY88 to FY91, consists of three interrelated phases as illustrated in Figure 1 and described on page 3. Note the shaded circles indicating the context of federal and state requirements, needs assessment reports and the Carl Perkins Plan. The combined data in this report represent the first phase of the evaluation process.

Figure 1

Overview of the Model


Phase 1 Self-Evaluation
Vocational Skills
Carl Perkins Targeted Populations
Needs Assessment
Carl Perkins Plan
Phase 3 Utilization of Findings
Phase 2 External Evaluation
Reports
20 Standards

Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of needs assessment to the overall evaluation system is also shown. Evaluation planning takes two forms, the preliminary planning activities which precede the Self-Evaluation and the Carl Perkins Plan which interrelates with all phases of the evaluation cycle.

Preliminary planning activities which take place before the Self-Evaluation include identifying a steering committee, developing graduate and employer mailing lists, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, considering how findings will be used, and setting an on-site date. The Carl Perkins Plan serves as a directing base for these initial planning activities.

Phase I	Phase II	Phase III
SELF-EVALUATION. Adapting and using the procedures and questionnaires contained in the Vocational Evaluation Manual, schools conduct and report a comprehensive self-evaluation of their total vocational programs. These include vocational guidance and counseling, and Carl Perkins targeted populations. Five questionnaires are required; an additional eight are optional. Schools which completed an evaluation in FY84-87 will address utilization of their findings toward program improvement as outlined in their Carl Perkins Plan.	**EXTERNAL EVALUATION**. Adapting and using the procedures and instruments contained in the Vocational Evaluation Manual, schools host an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY84-87 recommendations, and solutions for program improvement.	**UTILIZATION OF EVALUATION FINDINGS**. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. The priorities that are set in the Utilization phase are used in developing and/or updating the Carl Perkins Plans and program/departmental plans.

The total vocational **program** is evaluated to include special needs, guidance and counseling and the overall management component. Wisconsin recognizes six vocational program areas: agriculture education, business education, health occupations, family and consumer education, marketing education and technology education. Staff members are **not** evaluated. Statements in the Team Report are phrased to address program concerns.

Major Outcomes

Major outcomes of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

Figure 2

Three Major Prioritized Outcomes

1 **LOCAL Level**	**To promote and assist in the evaluation of LEA* vocational programs for the purpose of program improvement at the local level.**
2 **STATE Level**	**To provide valid representative data on LEA* vocational programs for regional and statewide planners of vocational education and to satisfy state requirements of program evaluation.**
3 **NATIONAL Level**	**To help ensure accountability of federal funds allotted to LEA* vocational programs and to satisfy federal requirements of program evaluation.**

LEA* Local Education Agency (K-12, or as appropriate)

Overview of Surveys

During the Self-Evaluation phase, schools conduct and report a comprehensive self-evaluation of their total vocational education program. Survey instruments were completed by different groups of people. Five instruments were required to be completed for this process: one-year graduates, one-year employers, high school students, vocational staff and vocational advisory committee members. Schools had the option of selecting eight additional survey instruments for the purpose of obtaining additional perspectives on vocational education: five-year graduates, noncompleters, five-year employers, middle/junior high school students, nonvocational staff, parents, secondary/postsecondary institutions and board of education. The various acronyms are defined in Appendix D page 357. The following is a brief description of the various survey instruments that have been used by the schools for their data collection:

One-Year Graduate **Form B1**	This survey was completed by 1990 graduates. Local Vocational Education Coordinators (LVECs) were required to survey the Instructional Program Completers (IPC) and Sequence (Seq) graduates. Optional surveying could be completed on General Education (GE) graduates.
Five-Year Graduate **Form B2**	This survey was completed by the 1986 graduates. Since it was an optional instrument, IPC/Seq/GE graduates were selected to complete this instrument.
Noncompleter **Form B3**	Those vocational students who did not complete their high school education were given this optional instrument.
One-Year Employer **Form C1**	This instrument was used for contacting employers of the 1990 graduates. Graduates needed to give written permission on the form in order for the school to contact their employer. IPC and Seq graduates were required with GE graduates as an option.
Five-Year Employer **Form C2**	This optional instrument was used for contacting employers of 1986 graduates.
In-School Students **Form D1**	All 9th - 12th grade students within the high school were surveyed using this required instrument.

Middle/Junior High Students Form D3	This optional form could be given to students in grades 6th - 9th. This survey was developed to identify the exploratory knowledge of vocational education leading into the high school program.
Vocational Staff Form E1	Form E1 surveyed reaction to key issues from vocational, administrative, instructional, special needs and counseling staff.
Academic Staff Form E2	This form also surveyed reaction to key issues but from the academic staff. By surveying all staff, comparisons could be made between the vocational and academic staff.
Advisory Committee Form F1	This required form gathered data from the advisory committee members. Feelings of contribution to the advisory committee and its effectiveness, were assessed. All committees advising vocational programs were surveyed by contacting all advisory committee members.
Parent Form G1	Form G1, an optional form, gathered information from parents about the needs and effectiveness of vocational program outcomes.
Articulation Form H1	This optional instrument collected information on vertical and horizontal articulation efforts in the district. This survey was given to secondary school personnel, administration, VTAE and university personnel who worked with vocational programs within a school district.
Board of Education Form J1	This optional form asked board of education members about their perceptions and opinions concerning vocational education.

NOTE: See Appendix A: Survey instruments
See Appendix C: Glossary for definition of terms
See Appendix D: Acronyms for definitions of coding

The following chart identifies the breakouts of computer data that are available for each of the 13 instruments, as well as the number of total surveys processed.

		Computer Runs Available								
	Required	Total	IPC/Seq/GE	Voc. Program	SPNS	Race	Male/Female	Voc/Acad	Grade Level	Number of Surveys Processed
B1	✓	✓	✓	✓	✓	✓	✓			2,661
B2		✓	✓	✓	✓	✓	✓			1,401
B3		✓	✓	✓	✓	✓	✓			15
C1	✓	✓	✓	✓	✓	✓	✓			551
C2		✓	✓	✓	✓	✓	✓			333
D1	✓	✓		✓	✓	✓		✓		20,445
D3		✓			✓	✓				10,422
E1	✓	✓								782
E2		✓								758
F1	✓	✓								483
G1		✓	✓	✓	✓	✓	✓		✓	1,173
H1		✓								112
J1		✓								171

Chapters 2 through 10 presents selected composite data that may be of interest to vocational educators and state planners. Composite raw data is included in Appendix B, page 184.

Schools Participating in 1990-91

The following schools have completed data collection and are included within this composite report.

- Abbotsford High School
- Albany High School
- Antigo High School
- Appleton
  - East High School
  - West High School
- Ashland High School
- Bloomington High School
- Brown Deer High School
- Clintonville High School
- Cornell High School
- DeForest High School
- Eau Claire
  - Memorial High School
  - North High School
- Elkhart Lake High School
- Fond du Lac High School
- Gilman High School
- Hazel Green High School
- Howards Grove High School
- Iowa-Grant High School
- Lake Holcombe High School
- Laona High School
- Menominee Indian High School
- Milton High School
- Mineral Point High School
- Monroe High School
- Mount Horeb High School
- Oconto Falls High School
- Portage High School
- Rhinelander High School
- River Valley High School
- Shawano High School
- South Milwaukee High School
- Verona High School
- Washington High School (Germantown)
- Waunakee High School
- Wausau
  - East High School
  - West High School
- West Bend
  - East High School
  - West High School
- West Salem High School
- Weston High School
- Winneconne High School
- Wisconsin School for the Visually Handicapped

CHAPTER 2

SELECTED FINDINGS OF GRADUATES: ONE-YEAR, FIVE-YEAR AND NONCOMPLETERS

This chapter contains tables and graphs about one- and five-year graduate employment status, unemployment rate, relatedness of job to high school training, wages, job changes and postsecondary programs. It also shows use of high school job training in current jobs with tables reflecting who helped graduates plan for a career. During 1990-91, the overall response rate achieved by the 43 schools for one-year graduates was a median of 54 percent, with schools varying from 27- 100 percent for rate of return.

The B1 survey was a required one-year graduate form completed by 2,661 graduates. The B2 survey was an optional five-year graduate form completed by 1,401 graduates. The B3 survey was a survey for noncompleters of high school. A total of 15 students completed this optional survey. Findings from these surveys are identified below. The table number indicates which survey form was used, i.e., B1, B2 or B3 and the number after the decimal refers to a specific table/graph of data for that survey. A complete set of data tables for the B surveys can be found in Appendix B.

Major findings of the graduate surveys are:

Employability

- Ninety-six percent of one-year vocational graduates are employed or enrolled in postsecondary educational programs. The data indicates unemployment for IPC is 3.2 percent, Sequence is 3.9 percent and General Education is 3.9 percent. (Table B1.1)
- Over 87 percent of five-year IPC graduates are employed full- and part-time. Seven percent are enrolled full-time in postsecondary educational programs. The unemployment for IPC is 3.9 percent, Sequence is 2.3 percent and General Education is 3.4 percent. (Table B2.1)
- The unemployment rate for one-year IPC graduates is 3.2 percent and five-year IPC graduates is 3.9 percent compared to the State unemployment rate of 4.4 percent. (Table B1B2.1)

- Slightly more than 61 percent of one-year male graduates are either full-time students or students employed part-time while attending school compared to 69.8 percent of one-year female graduates. (Table B1.2)
- Eighty-four percent of five-year female graduates and 82 percent of five-year male graduates are employed part- or full-time. (Table B2.2)
- Almost 84 percent of one-year special needs graduates are employed on a part- or full-time basis. (Table B1.3)

Relatedness

- Slightly more than 48 percent of one-year male graduates work are employed in fields related to their educational training as compared to 45.5 percent one-year female graduates. (Table B1.4)
- Nearly fifty-seven percent of five-year male graduates are employed in fields related to their educational training as compared to 60 percent of five-year female graduates. (Table B2.3)
- Over 46 percent of one-year special needs graduates work in fields related to their educational training. (Table B1.5)
- Fifty-five percent of five-year special needs graduates are employed in fields related to their educational training. (Table B2.4)
- Over 60 percent of one-year IPC graduates are employed in fields related to their educational training. (Table B1.6)
- Over 73 percent of five-year IPC graduates and almost 57 percent of five-year Sequence graduates are in jobs related to their high school preparation. (Table B2.5)

Satisfaction with Vocational Education

- Over 83 percent of males, 83 percent of females, 94 percent of IPC and 87 percent of Sequence one-year graduates are satisfied and very satisfied with vocational courses. (Table B1.7)

- Slightly more than 85 percent of one-year special needs graduates are satisfied and very satisfied with vocational courses. (Table B1.8)
- Eighty-seven percent of IPC and 86 percent of Sequence one-year graduates feel that vocational courses should be part of the high school curriculum. (Table B1.9)
- Over 92 percent of IPC, 87 percent of Sequence and 80 percent of General Education five-year graduates feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program. (Table B2.6)

Earnings

- One-year graduates earn an hourly rate of $5.05 an hour. Male graduates earn the most at $5.41 per hour. (Table B1.10)
- Overall technology education graduates earn the most per hourly wage $5.56 of one-year program graduates. (Table B1.17)
- Five-year graduates earn an average hourly rate of $7.67 an hour. Special needs graduates earn the most at $8.64 an hour. (Table B2.7)

Preparation for Work

- Over 68 percent of five-year IPC graduates have changed jobs one or more times. (Table B2.8)
- General job skills and general preparation skills are of greatest value to one-year graduates. (Table B1.11)
- General skills and math skills used in vocational education are the two areas of greatest value to the five-year graduate. (Table B2.9)
- High school preparation in the areas of seeking jobs, learning job skills and knowledge, getting along with others and being able to talk with the boss are rated above adequate for one-year graduates. (Table B1.12)

- High school preparation in the areas of understanding the value of work, solving on-the-job problems, understanding U.S. and world economic systems, and understanding how a business makes a profit are rated above adequate for one-year graduates. (Table B1.13)

- High school preparation relating to the home and family, parenting responsibilities, and managing career and family are rated above adequate for one-year graduates. (Table B1.14)

Advanced Education

- Most one-year vocational graduates are attending a four-year university program; however, 18 percent of IPC graduates are attending a vocational-technical school two-year associate degree program. (Table B1.15)

- Over 41 percent of one-year male graduates and 46 percent of one-year female graduates are currently attending a four-year university program. (Table B1.16)

- More five-year vocational graduates have completed or are currently attending a four year university program; however, 21 percent of IPC graduates have completed or are currently attending a two-year VTAE program. (Table B2.10)

- Approximately 69 percent of five-year male graduates and 74 percent of five-year female graduates are currently attending universities and VTAE programs. (Table B2.11)

Career Planning

- These tables reveal the degree of satisfaction one-year graduates and in-school students have with high school career planning. Generally, career planning assistance for one-year IPC graduates are identified as being adequate where in-school students appear to want additional assistance in this area. (Table BD1.1 and BD1.2)

- Vocational one-year IPC graduates who have taken vocational courses receive more help in studying and career planning from vocational teachers. In-school students receive more help from their friends and classmates. (Table BD1.3)

- Parents are the most widely used source of help in studying and career planning when one-year graduates and in-school students choose from a list that included the newspaper, job service, employer, relatives, and parents. (Table BD1.4)

Noncompleters

- Sixty percent of IPC noncompleters and 75 percent of Sequence noncompleters have completed twelfth grade. (Table B3.1)

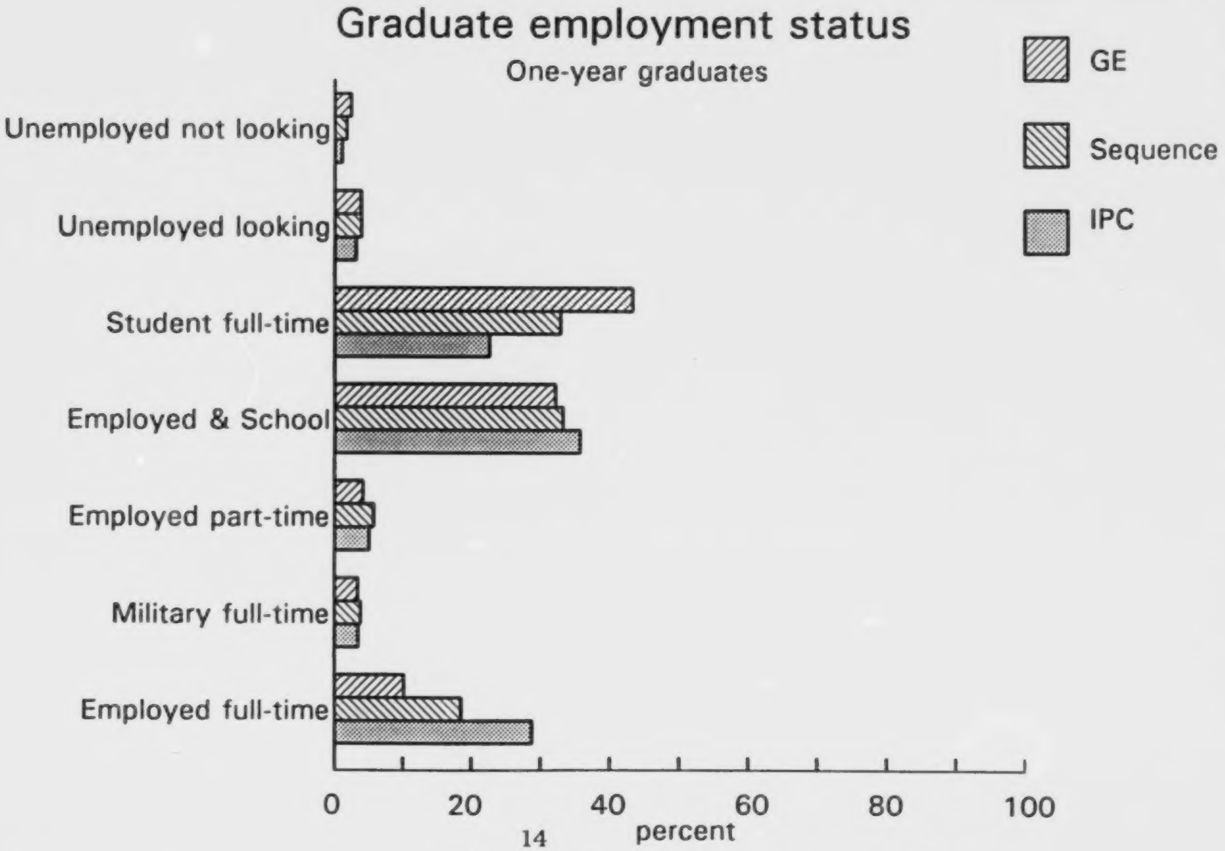
- One hundred percent of IPC and Sequence noncompleters and 80 percent of the male and female noncompleters are satisfied and very satisfied with the vocational courses taken. (Table B3.2)

- One hundred percent of IPC, sequence and male noncompleters and 60 percent of female noncompleters feel vocational courses including career exploration and the development of saleable skills should be part of high school curricula. (Table B3.3)

Are one-year graduates participating in the labor market?

Table B1.1

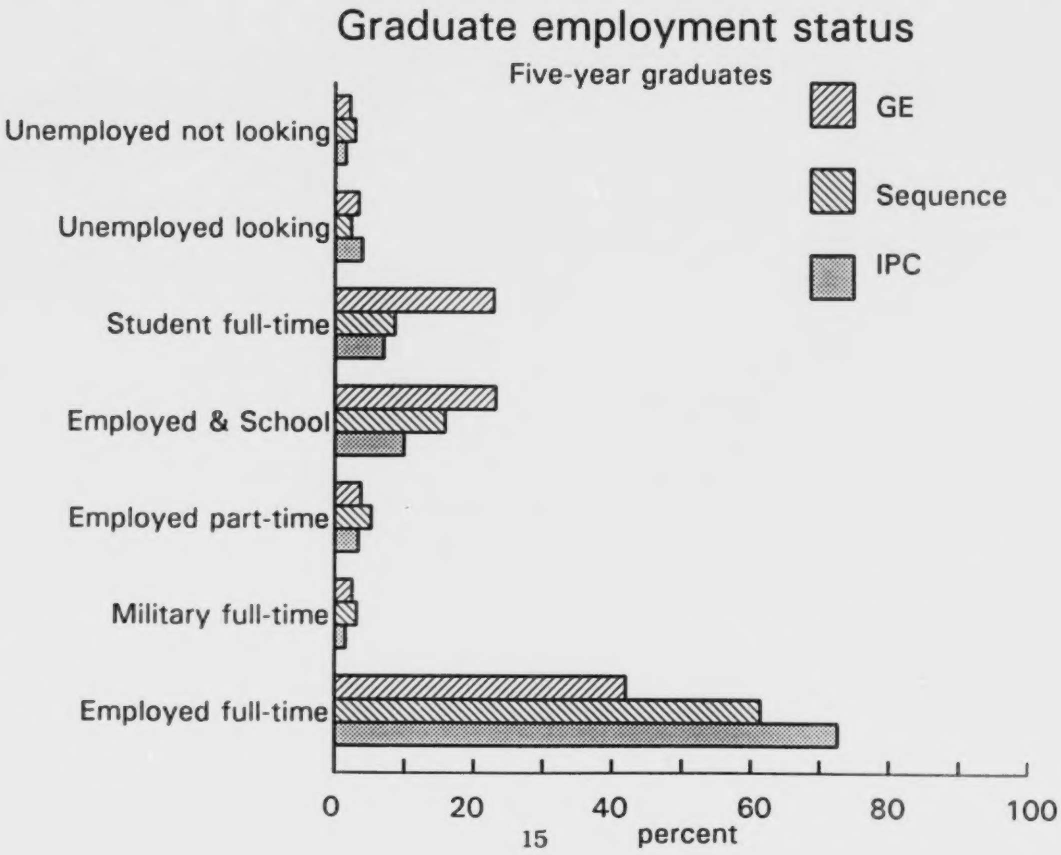
One-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	0	0.0	2	0.2	3	0.4
employed FULL-time in a non-military occupation.	262	28.8	195	18.5	71	10.2
employed FULL-time in the military. . .	32	3.5	40	3.8	24	3.4
employed PART-time, not in school. . .	46	5.1	60	5.7	29	4.2
employed PART-time, while in school . .	325	35.7	350	33.3	224	32.1
full-time student, not employed part-time	206	22.6	346	32.9	302	43.3
unemployed, but looking for paid employment.	29	3.2	41	3.9	27	3.9
unemployed, not looking for paid employment.	10	1.1	18	1.7	17	2.4



Are five-year graduates in the labor market?

Table B2.1

Five-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	0	0.0	4	0.6	0	0.0
employed FULL-time in a non-military occupation.	279	72.7	424	61.4	134	42.0
employed FULL-time in the military. . .	6	1.6	22	3.2	8	2.5
employed PART-time, not in school. . .	13	3.4	36	5.2	12	3.8
employed PART-time, while in school . .	38	9.9	109	15.8	74	23.2
full-time student, not employed	27	7.0	59	8.6	73	22.9
unemployed, but looking for paid employment.	15	3.9	16	2.3	11	3.4
unemployed, not looking for paid employment.	6	1.6	20	2.9	7	2.2

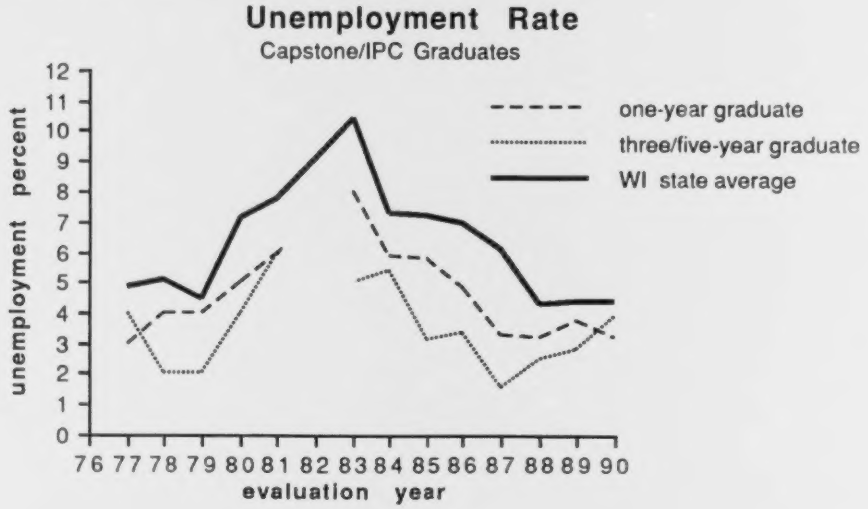


How does the unemployment rate for capstone/IPC graduates compare with average Wisconsin rates, since 1977?

Table B1B2.1

Evaluation Year	**One-Year Graduates***		**Three/Five-Year Graduates***		**Wisconsin Statewide Unemployment Percent**	Number of Schools Evaluated
	N	Unemployment Percent	N	Unemployment Percent		
1977	620	3.0	413	4.0	4.9	17
1978	1103	4.0	917	2.0	5.1	40
1979	1267	4.0	1038	2.0	4.5	56
1980	3145	5.0	2997	4.0	7.1	82
1981	1245	6.0	1409	6.0	7.8	48
1982	no data	no data	no data	no data	10.7	none
1983	1300	8.0	366	5.0	10.4	53
1984	1357	5.9	481	5.4	7.3	71
1985	1552	5.8	885	3.1	7.2	71
1986	1885	4.9	675	3.4	7.0	55
1987	582	3.3	63	1.6	6.1	33
1988	918	3.2	200	2.5	4.3	44
1989	1273	3.8	352	2.8	4.4	49
1990	910	3.2	384	3.9	4.4	44

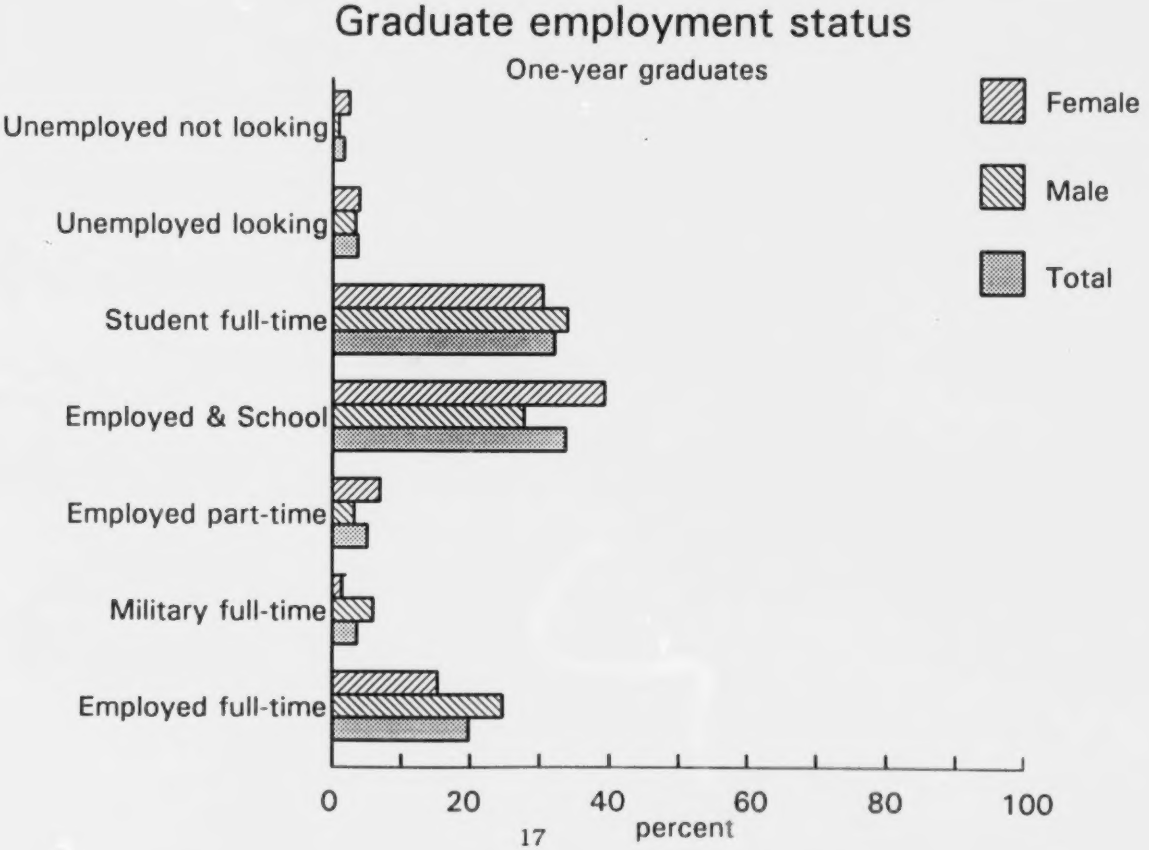
*NOTE: 1977-1981 = Capstone graduates, one- and three-years
1983-1987 = IPC graduates, one- and five-years



Are one-year graduates participating in the labor market?

Table B1.2

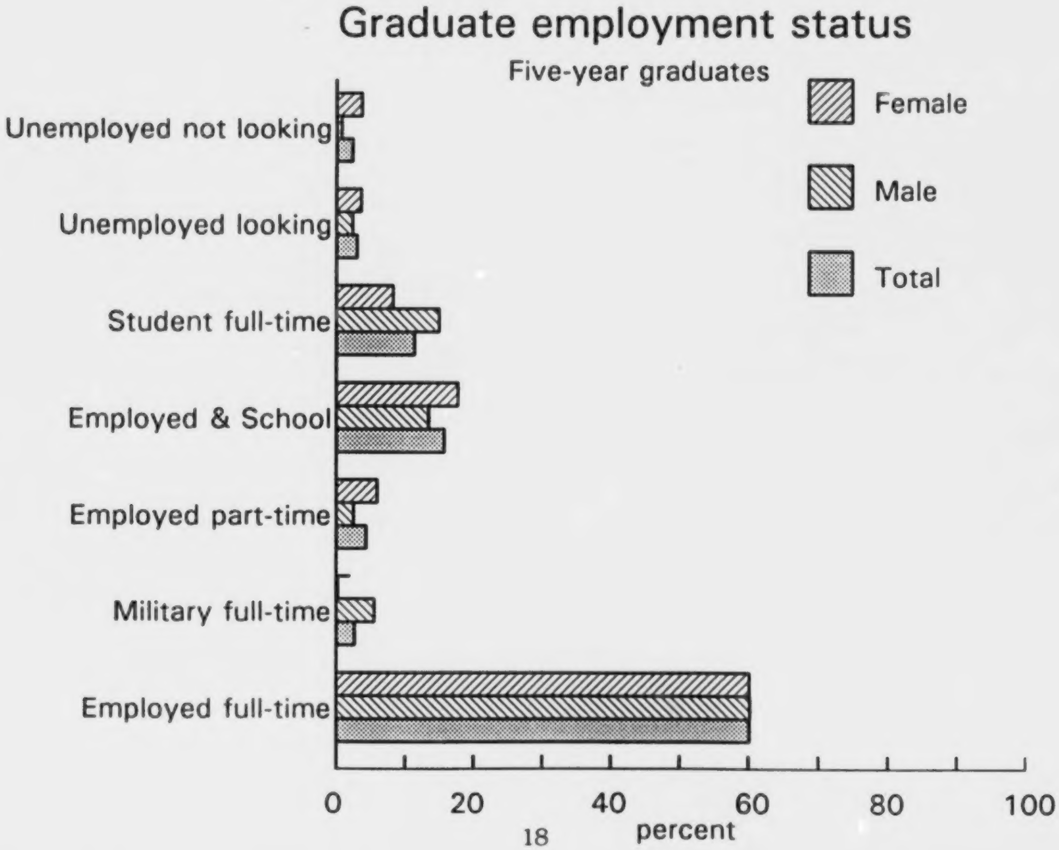
One-year Graduate Status	Total N	Total %	Male N	Male %	Female N	Female %
Omit	5	0.2	1	0.1	4	0.3
employed FULL-time in a non-military occupation.	528	19.8	316	24.7	212	15.4
employed FULL-time in the military. . .	96	3.6	76	5.9	19	1.4
employed PART-time, not in school. . .	135	5.1	40	3.1	95	6.9
employed PART-time, while in school . .	899	33.8	356	27.8	543	39.3
full-time student, not employed part-time	856	32.2	435	34.0	421	30.5
unemployed, but looking for paid employment.	97	3.6	43	3.4	54	3.9
unemployed, not looking for paid employment.	45	1.7	12	0.9	33	2.4



Are five-year graduates in the labor market?

Table B2.2

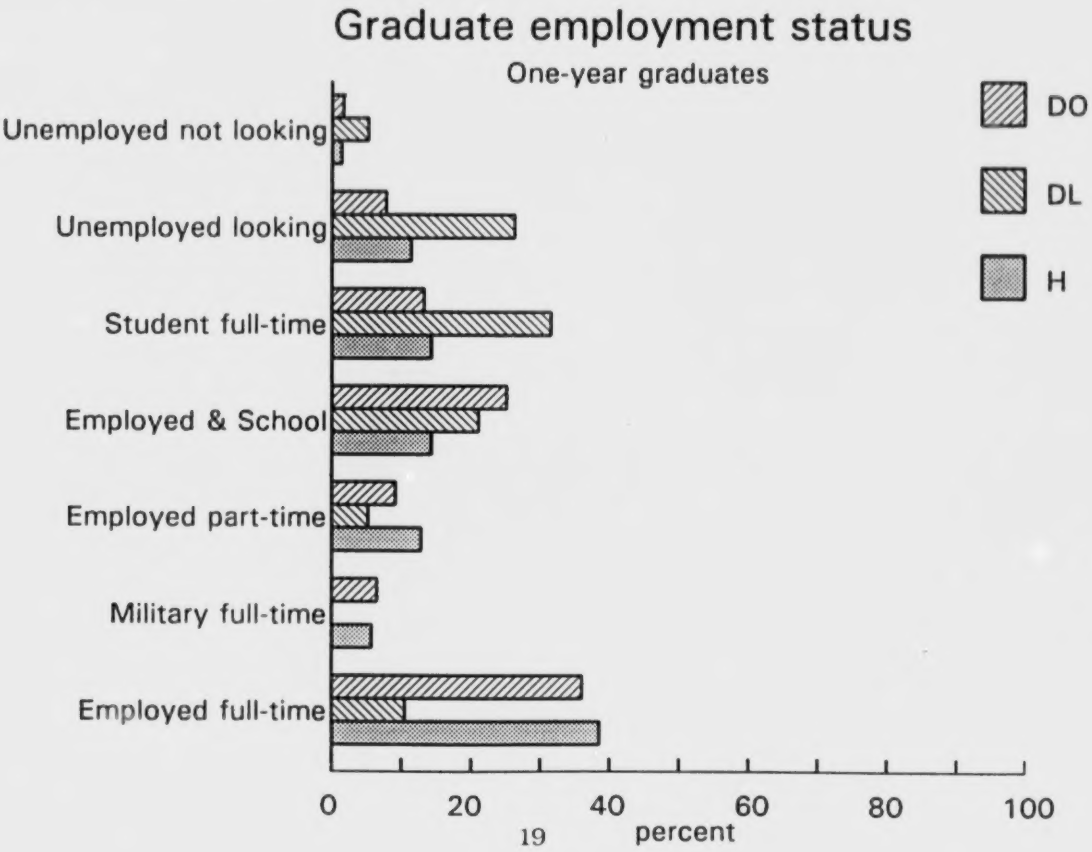
Five-year Graduate Status	Total N	Total %	Male N	Male %	Female N	Female %
Omit	4	0.3	1	0.2	3	0.4
employed FULL-time in a non-military occupation.	843	60.2	385	60.3	458	60.2
employed FULL-time in the military. . .	37	2.6	35	5.5	2	0.3
employed PART-time, not in school. . .	61	4.4	16	2.5	45	5.9
employed PART-time, while in school . .	221	15.8	86	13.5	135	17.7
full-time student, not employed	160	11.4	96	15.0	63	8.3
unemployed, but looking for paid employment.	42	3.0	15	2.3	27	3.5
unemployed, not looking for paid employment.	33	2.4	5	0.8	28	3.7



How are one-year graduates participating in the labor market?

Table B1.3

One-year Graduate Status	Special Needs Graduates					
	H		DL		DO	
	N	%	N	%	N	%
Omit	1	1.4	0	0.0	1	0.3
employed FULL-time in a non-military occupation.	27	38.6	2	10.5	106	36.1
employed FULL-time in the military. . .	4	5.7	0	0.0	19	6.5
employed PART-time, not in school. . .	9	12.9	1	5.3	27	9.2
employed PART-time, while in school . .	10	14.3	4	21.1	74	25.2
full-time student, not employed part-time	10	14.3	6	31.6	39	13.3
unemployed, but looking for paid employment.	8	11.4	5	26.3	23	7.8
unemployed, not looking for paid employment.	1	1.4	1	5.3	5	1.7



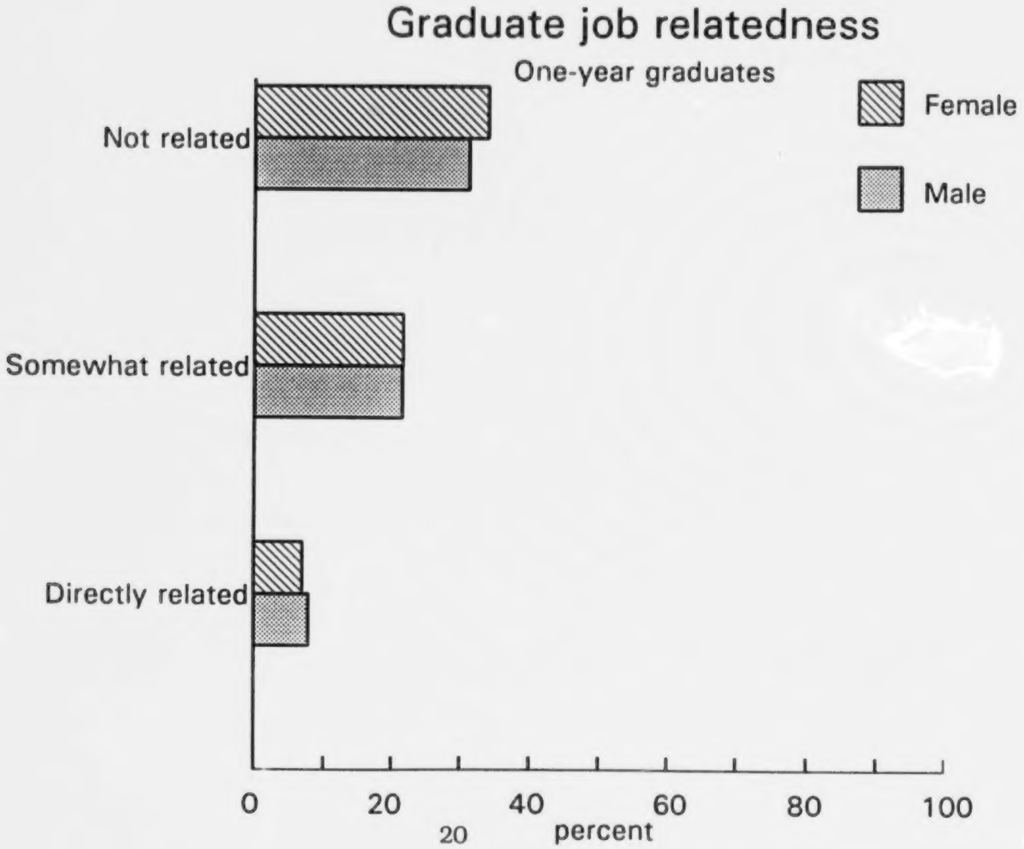
Secondary Vocational Program Evaluation
Annual Composite Report
Cycle 3, Year 4
1990-1991 Evaluation Data

Chart B1
Page B1.4
Graduate - One-Year Follow-up Study

Do graduates work in fields related to their educational training?

Table B1.4

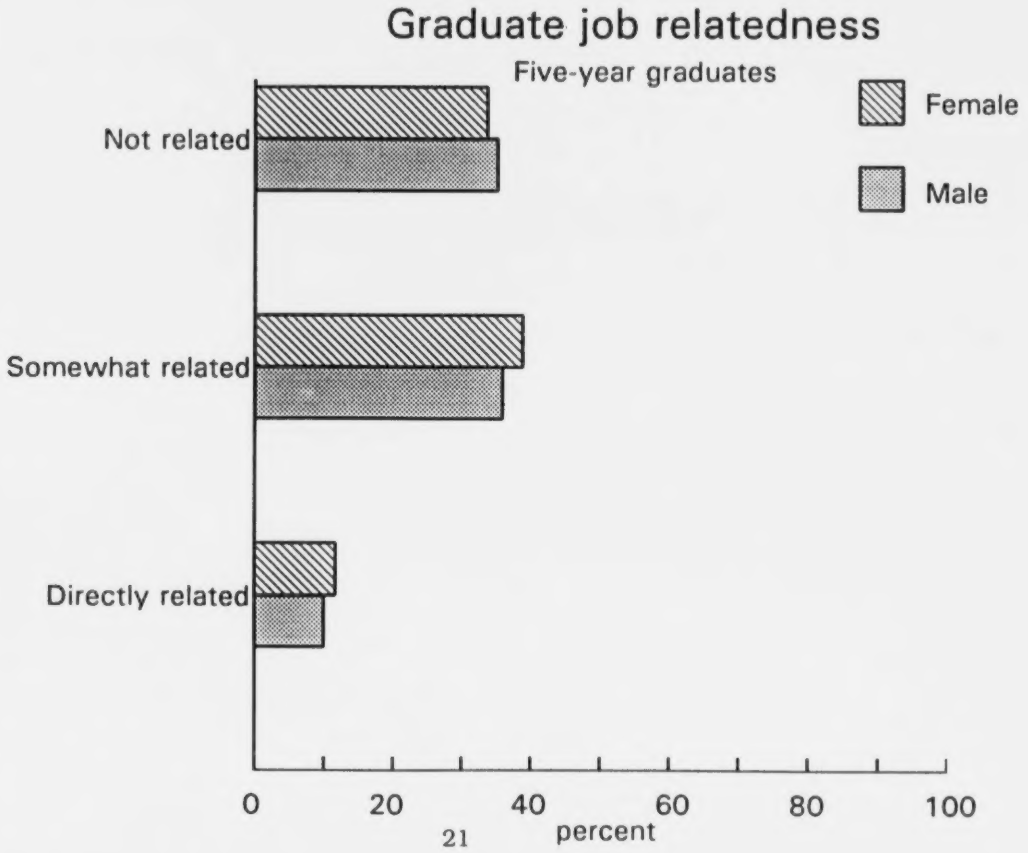
One-year Graduate Response	Male N	Male %	Female N	Female %
Omit	502	39.2	516	37.4
directly related to high school vocational preparation.	100	7.8	95	6.9
somewhat related to high school vocational preparation.	276	21.6	299	21.7
not related to high school vocational preparation.	401	31.4	471	34.1



Do graduates work in fields related to their educational training?

Table B2.3

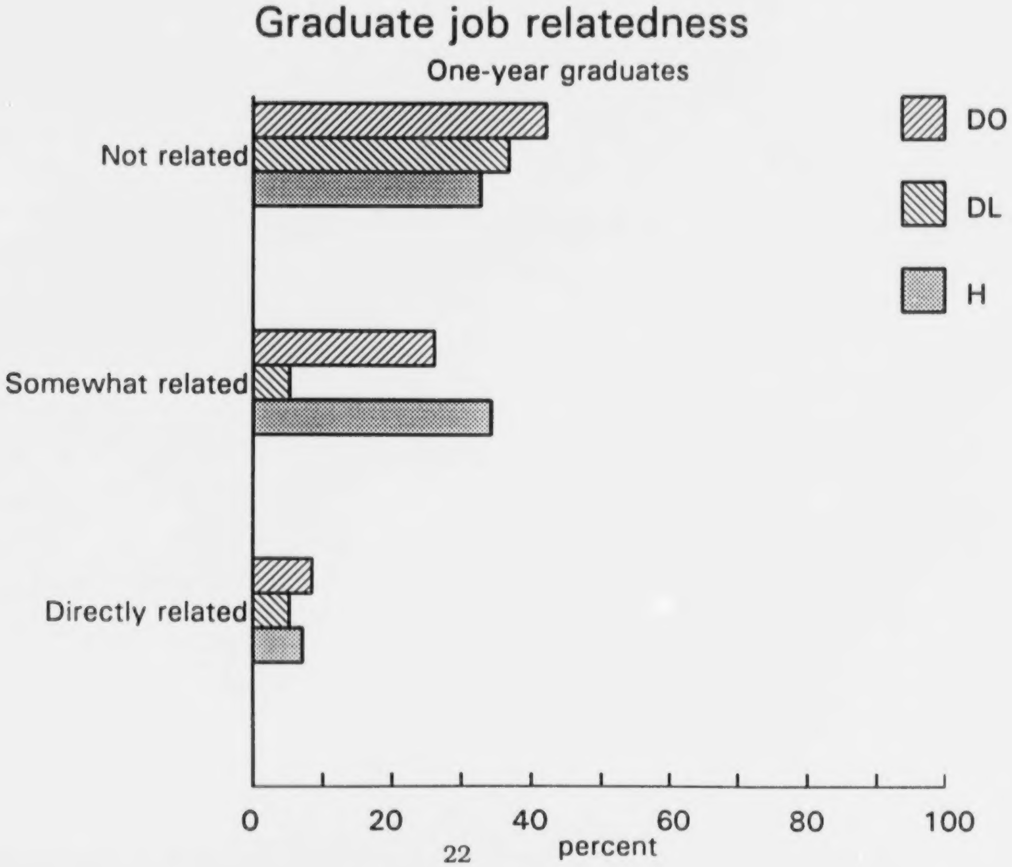
Five-year Graduate Response	Male N	Male %	Female N	Female %
Omit	120	18.8	120	15.8
directly related to high school vocational preparation.	64	10.0	89	11.7
somewhat related to high school vocational preparation.	230	36.0	296	38.9
not related to high school vocational preparation.	225	35.2	257	33.8



Do graduates work in fields related to their educational training?

Table B1.5

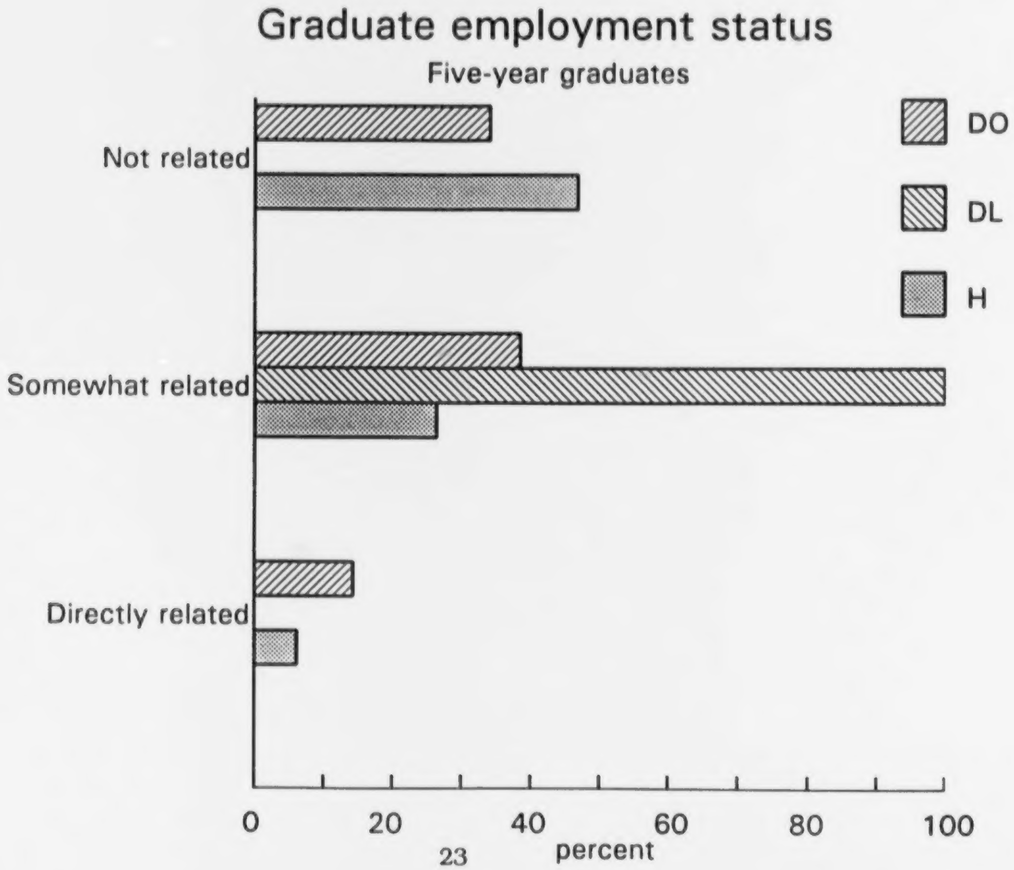
One-year Graduate Response	H N	H %	DL N	DL %	DO N	DO %
Omit	18	25.7	10	52.6	68	23.1
directly related to high school vocational preparation	5	7.1	1	5.3	25	8.5
somewhat related to high school vocational preparation	24	34.3	1	5.3	77	26.2
not related to high school vocational preparation.	23	32.9	7	36.8	124	42.2



Do graduates work in fields related to their educational training?

Table B2.4

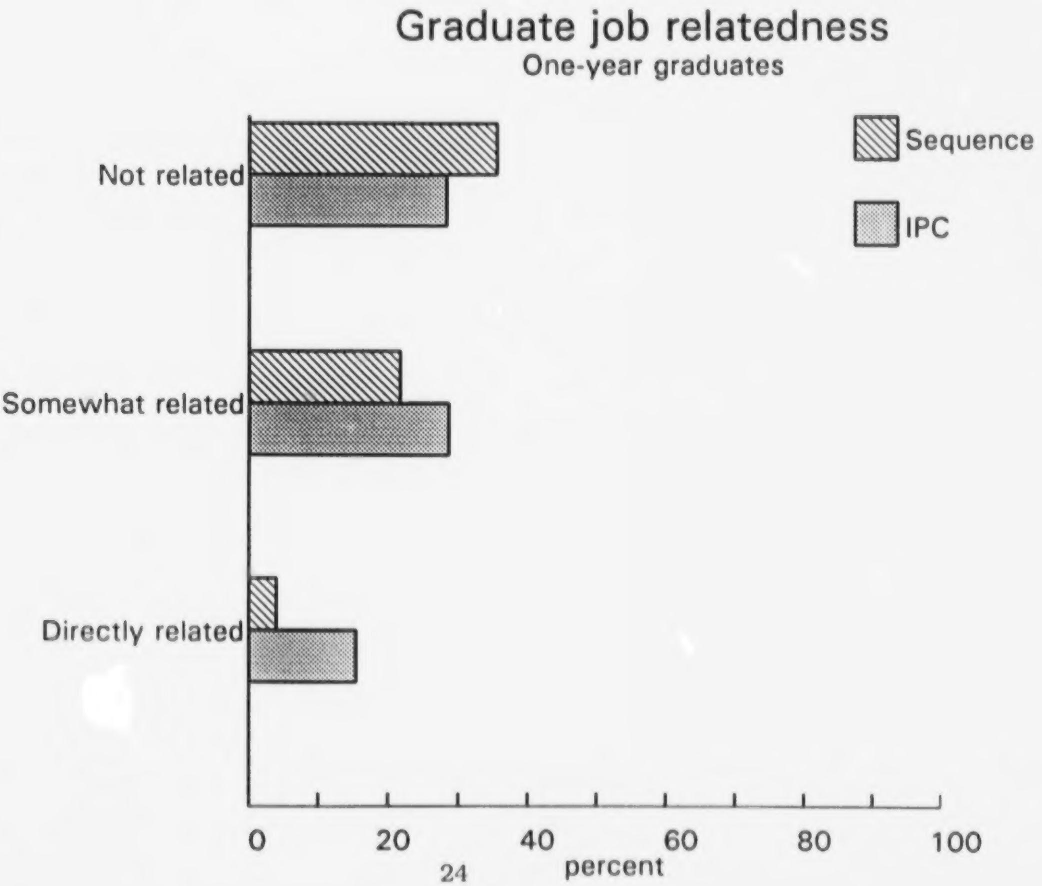
Five-year Graduate Response	H N	H %	DL N	DL %	DO N	DO %
Omit	10	20.4	0	0.0	12	13.2
directly related to high school vocational preparation	3	6.1	0	0.0	13	14.3
somewhat related to high school vocational preparation	13	26.5	2	100.0	35	38.5
not related to high school vocational preparation	23	46.9	0	0.0	31	34.1



Do graduates work in fields related to their educational training?

Table B1.6

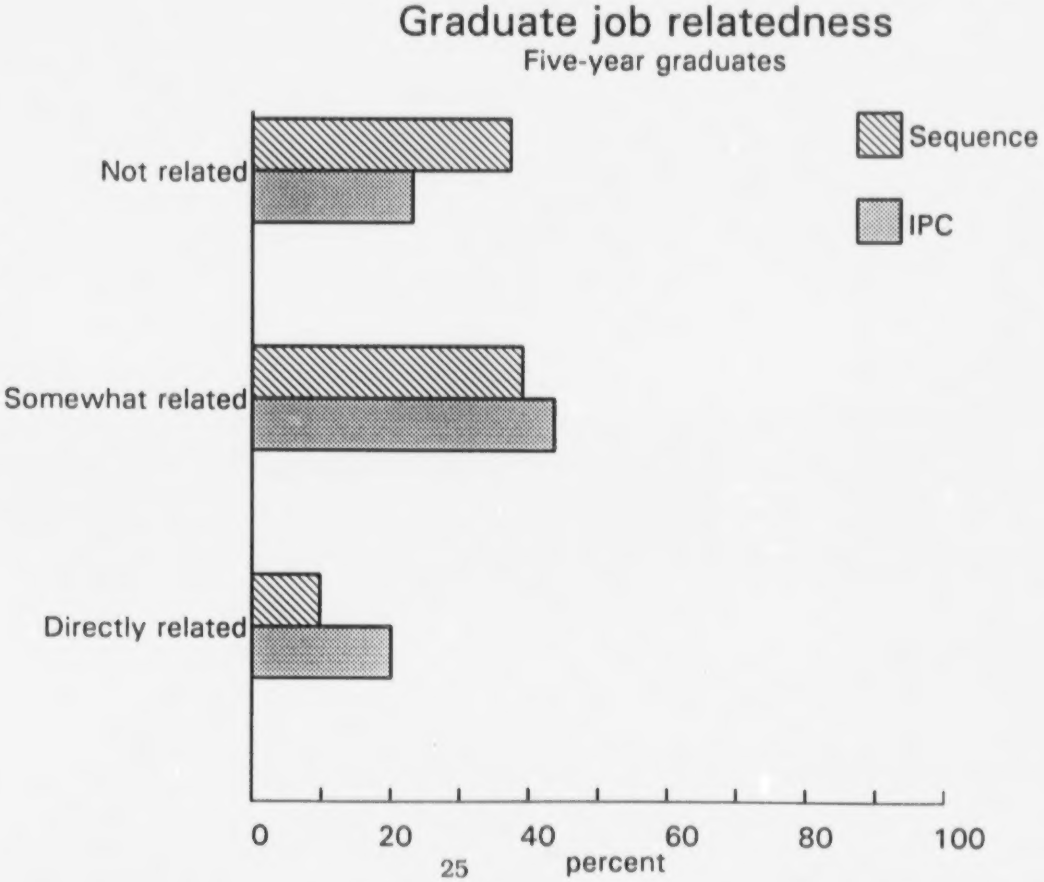
One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %
Omit	250	27.5	407	38.7
directly related to high school vocational preparation.	141	15.5	42	4.0
somewhat related to high school vocational preparation.	261	28.7	229	21.8
not related to high school vocational preparaton	258	28.4	374	35.6



Do graduates work in fields related to their educational training?

Table B2.5

Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %
Omit	50	13.0	96	13.9
directly related to high school vocational preparation	77	20.1	67	9.7
somewhat related to high school vocational preparation	168	43.8	270	39.1
not related to high school vocational preparation	89	23.2	258	37.4

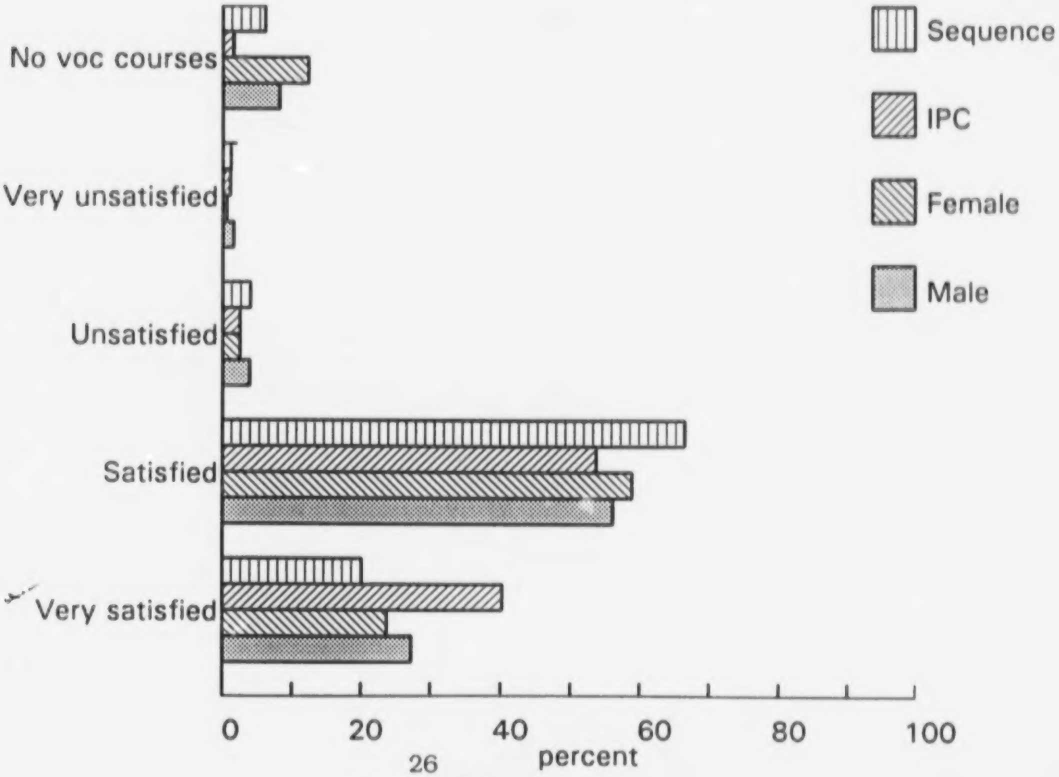

Graduate job relatedness
Five-year graduates

Are one-year graduates satisfied with vocational courses?

Table B1.7

One-year Graduate Response	Male		Female		IPC		Sequence	
	N	%	N	%	N	%	N	%
Omit	36	2.8	26	1.9	8	0.9	23	2.2
I was very satisfied .	350	27.4	328	23.8	366	40.2	211	20.1
I was satisfied. . . .	718	56.1	814	58.9	489	53.7	700	66.5
I was unsatisfied. . .	50	3.9	35	2.5	23	2.5	42	4.0
I was very unsatisfied	20	1.6	8	0.6	10	1.1	12	1.1
I did not take any vocational courses . .	104	8.1	170	12.3	14	1.5	64	6.1

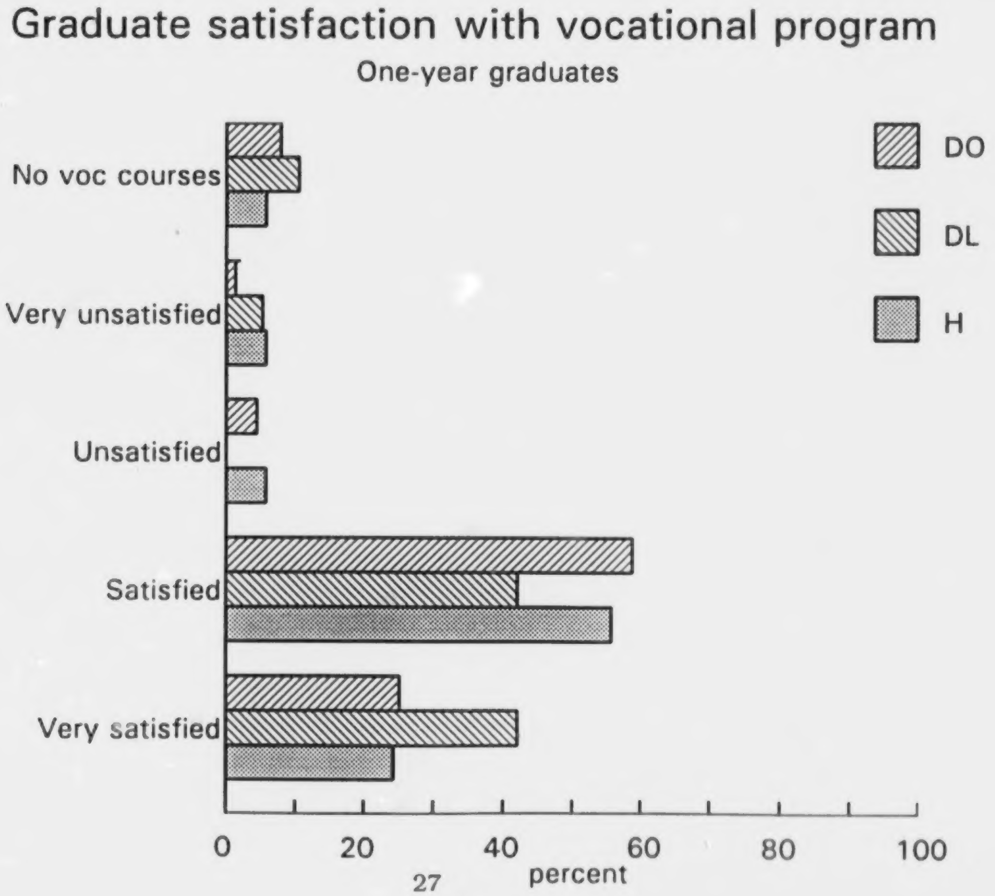
Graduate satisfaction with high school vocational courses
One-year graduates



Are one-year graduates satisfied with vocational courses?

Table B1.8

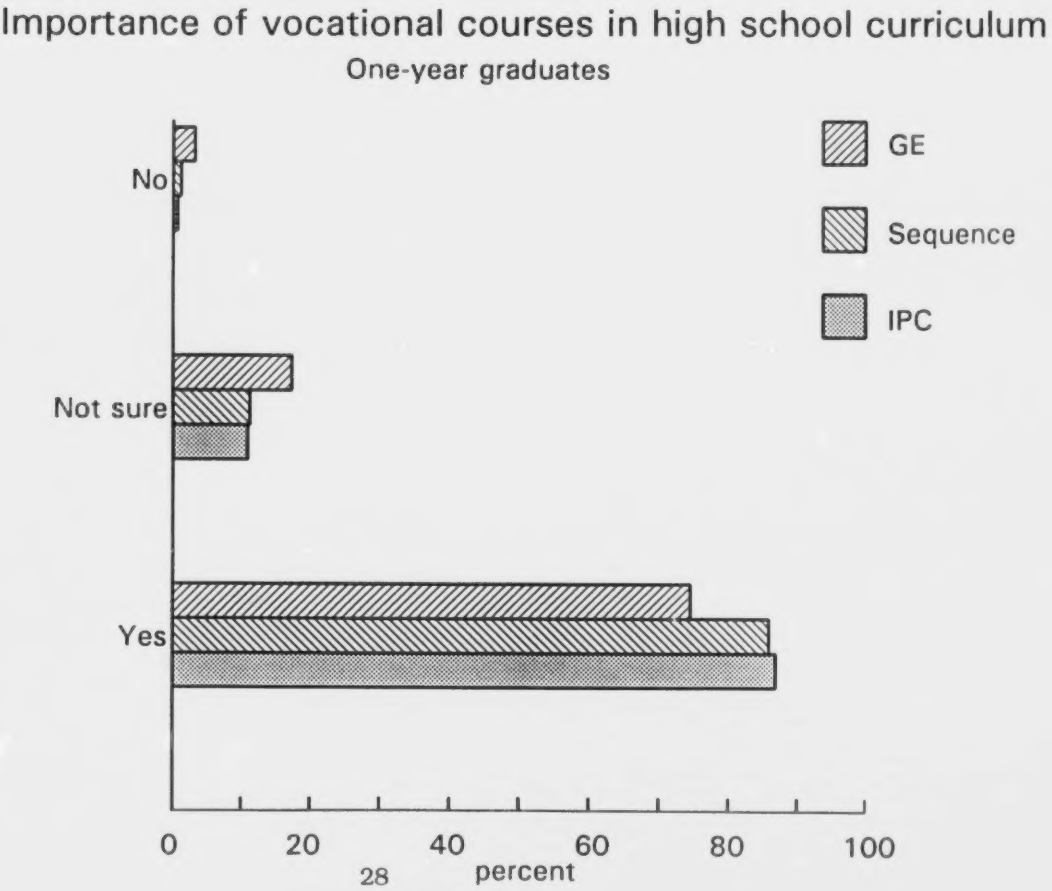
One-year Graduate Response	Special Needs Graduates H N	H %	DL N	DL %	DO N	DO %
Omit	2	2.9	0	0.0	7	2.4
I was very satisfied	17	24.3	8	42.1	74	25.2
I was satisfied.	39	55.7	8	42.1	173	58.8
I was unsatisfied.	4	5.7	0	0.0	13	4.4
I was very unsatisfied	4	5.7	1	5.3	4	1.4
I did not take any vocational courses.	4	5.7	2	10.5	23	7.8



Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program?

Table B1.9

One-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	14	1.5	18	1.7	33	4.7
Yes	791	86.9	904	85.9	520	74.6
Not sure.	99	10.9	118	11.2	121	17.4
No.	6	0.7	12	1.1	22	3.2



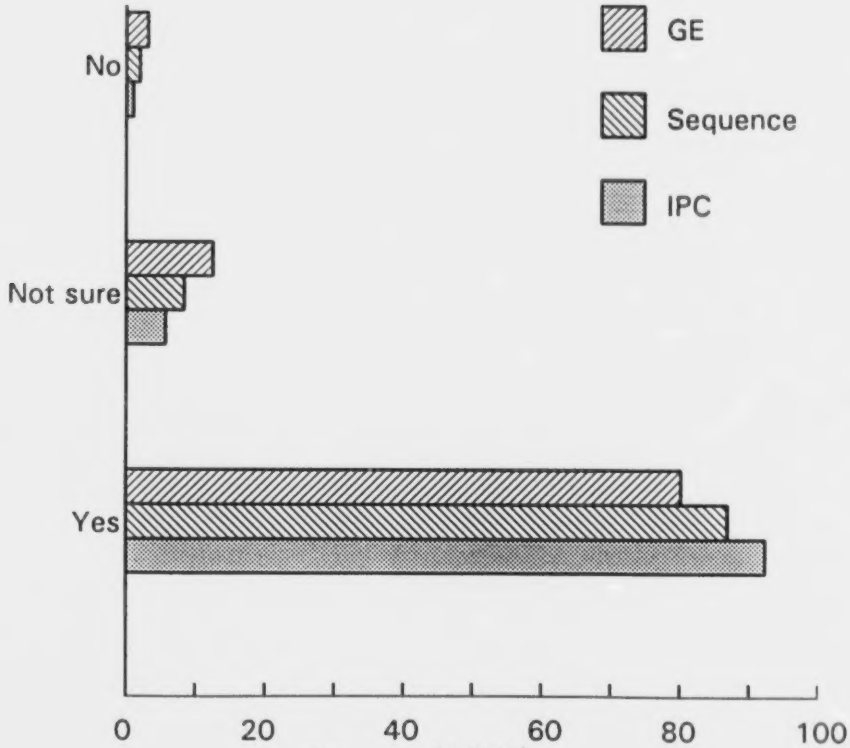
Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program?

Table B2.6

Five-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	3	0.8	18	2.6	15	4.7
Yes	355	92.4	600	87.0	256	80.3
Not sure.	22	5.7	58	8.4	40	12.5
No.	4	1.0	14	2.0	10	3.1

Importance of vocational courses in high school curriculum

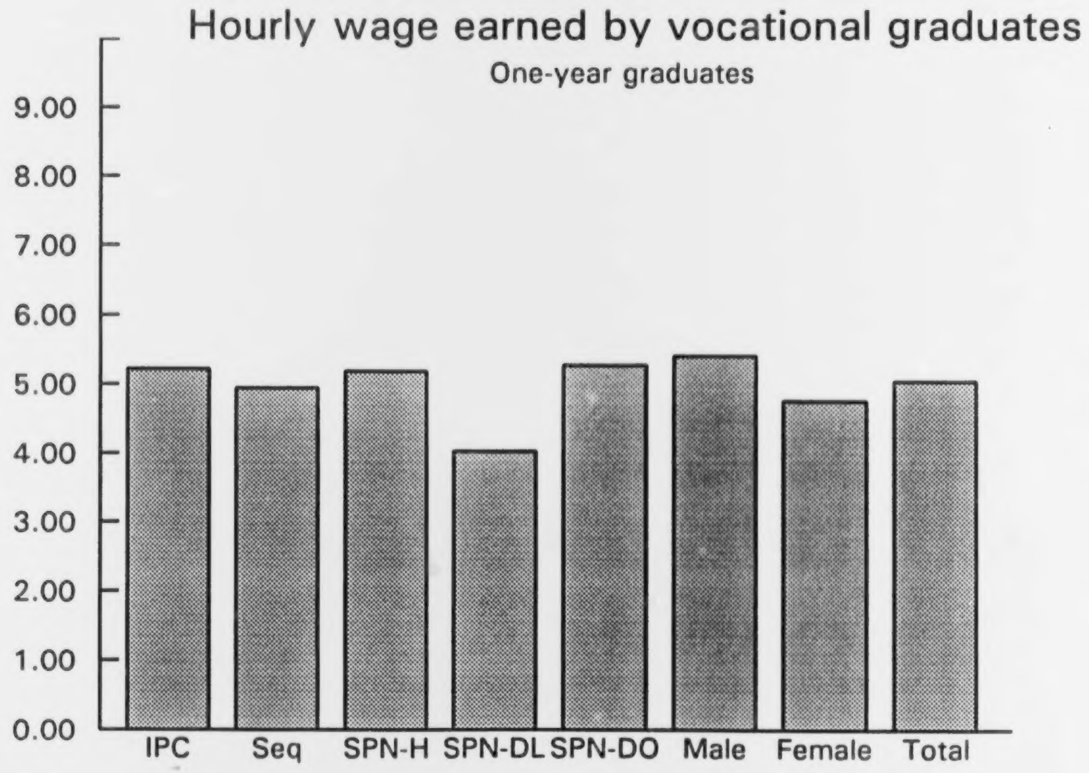
Five-year graduates



What do vocational graduates earn?

Table B1.10

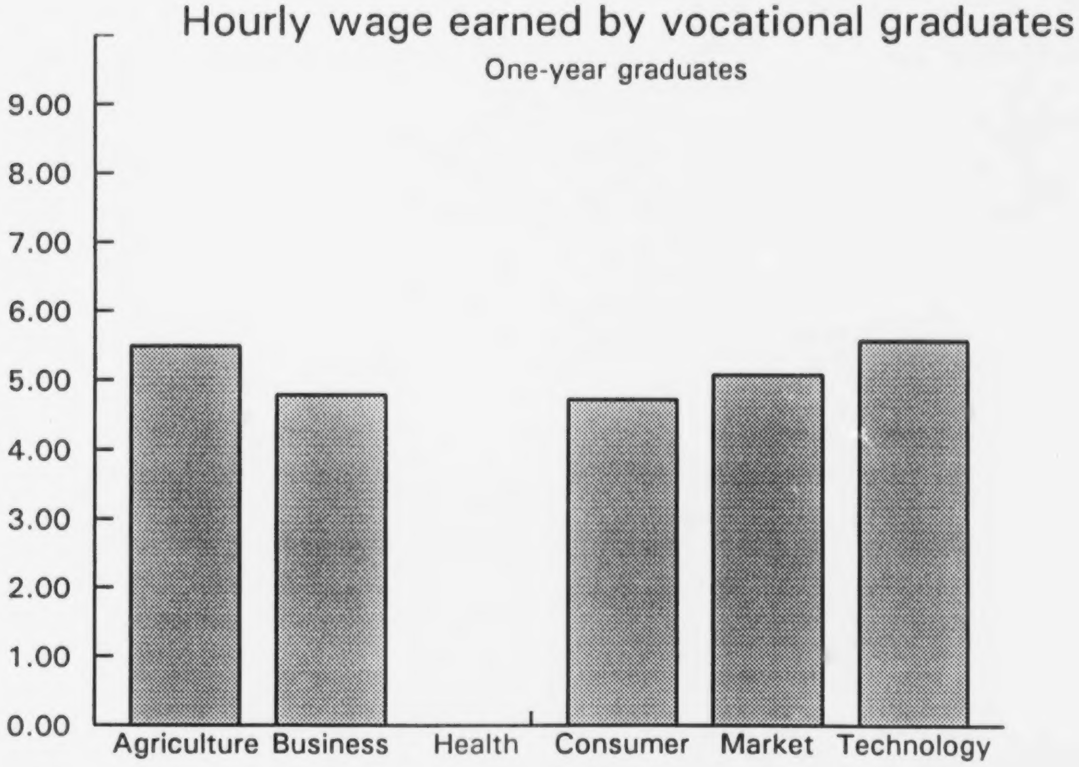
One-year Graduate Response	Wage	N
IPC	5.22	595
Sequence	4.94	567
Special needs, Handicapped	5.19	39
Special needs, DL	4.03	8
Special needs, DO	5.28	193
Male	5.41	652
Female	4.76	815
Total	5.05	1467



What do vocational graduates earn?

Table B1.17

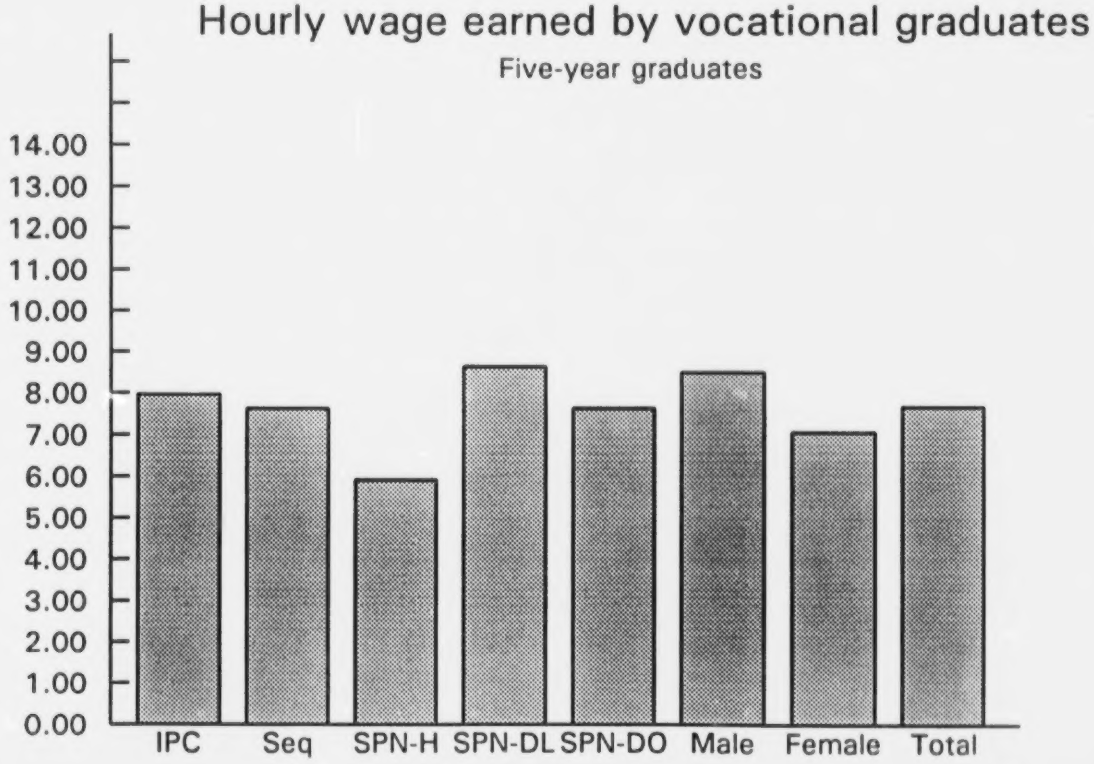
One-year Graduate Response	Wage	N
Agriculture	5.49	63
Business Education	4.79	458
Health Occupations	0.00	0
Family and Consumer Education	4.73	177
Marketing Education	5.08	104
Technology Education	5.56	359



What do vocational graduates earn?

Table B2.7

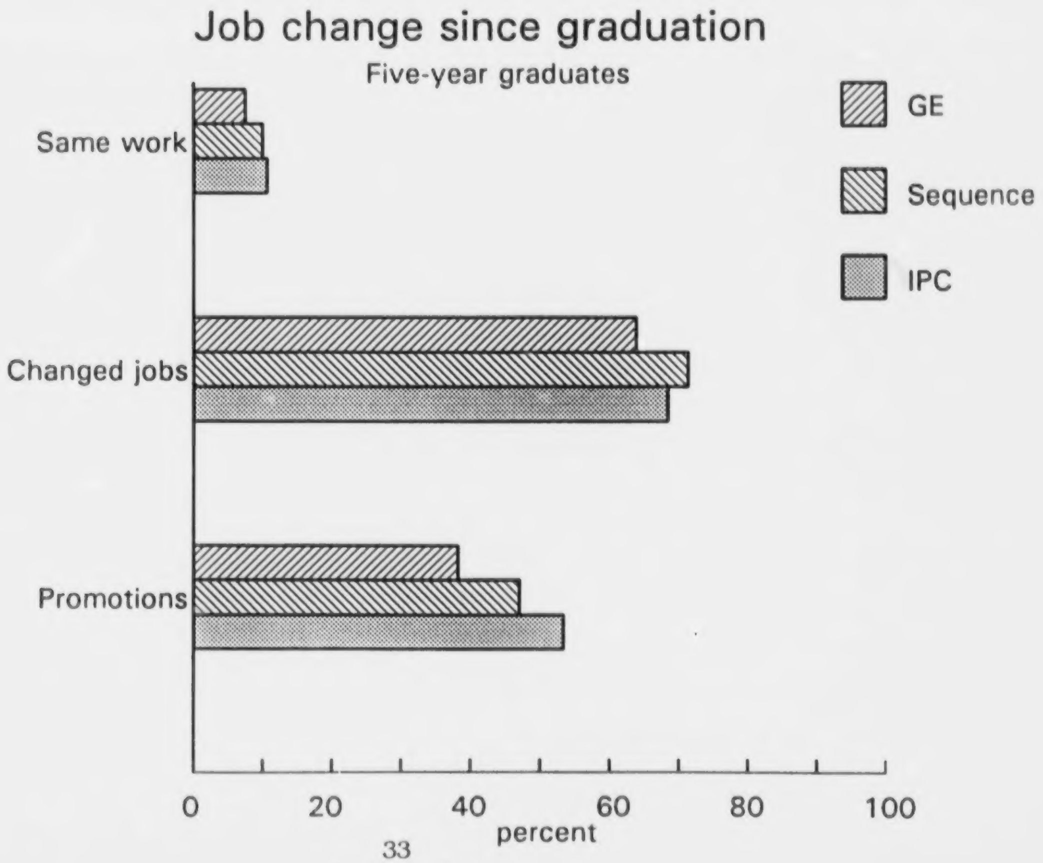
Five-year Graduate Response	Wage	N
IPC	7.96	275
Sequence	7.63	467
Special needs, Handicapped	5.92	33
Special needs, DL	8.64	2
Special needs, DO	7.64	61
Male	8.50	390
Female	7.05	519
Total	7.67	909



Since leaving high school (job change):

Table B2.8

Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	19	4.9	49	7.1	59	18.5
I have received one or more job promotions.	205	53.4	325	47.1	122	38.2
I have changed jobs one or more times .	263	68.5	493	71.4	204	63.9
I am doing the same work that I did immediately following high school graduation.	41	10.7	69	10.0	24	7.5



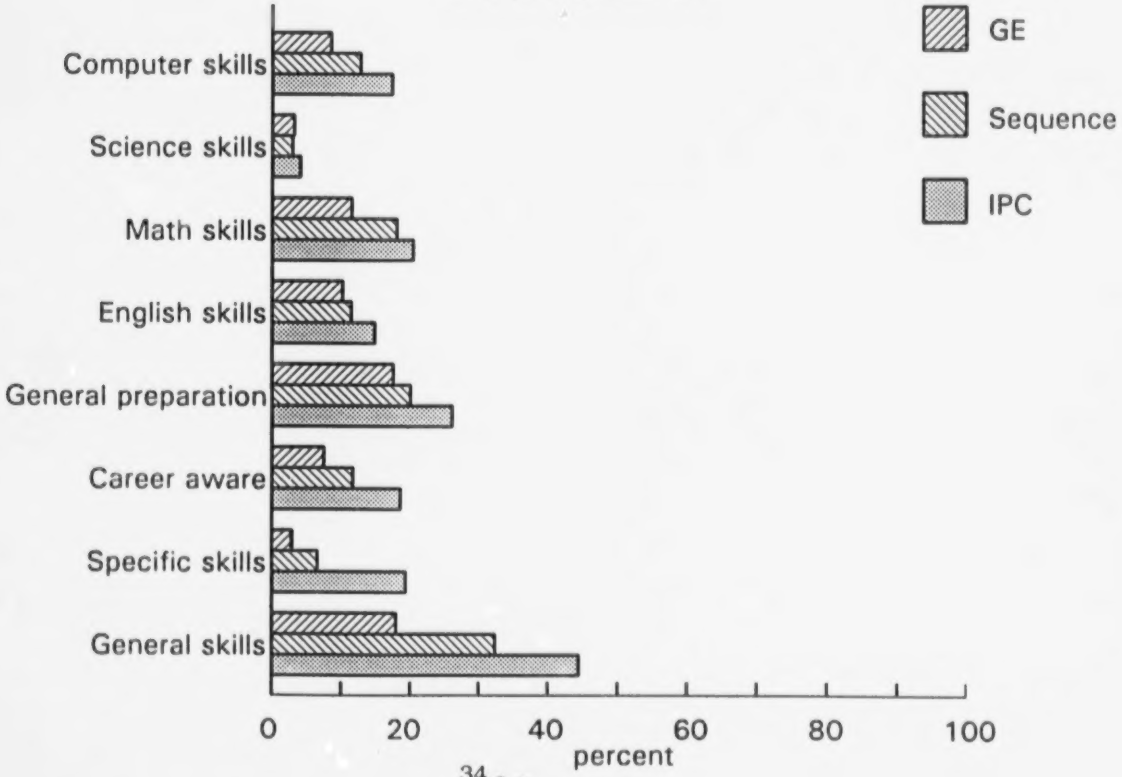
What parts of your high school job training preparation have been of greatest value in your present job?

Table B1.11

One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	282	31.0	443	42.1	400	57.4
General job skills.	405	44.5	341	32.4	125	17.9
Specific job skills	176	19.3	69	6.6	20	2.9
Career awareness.	169	18.6	123	11.7	52	7.5
General preparation.	238	26.2	210	20.0	122	17.5
English skills used in vocational classes	135	14.8	120	11.4	71	10.2
Math skills used in vocational classes .	186	20.4	189	18.0	80	11.5
Science skills used in vocational classes	37	4.1	31	2.9	22	3.2
Computer skills	158	17.4	134	12.7	59	8.5

High school job training used in present job

One-year graduates



What parts of your high school job training preparation have been of greatest value in your present job?

Table B2.9

Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	59	15.4	138	20.0	118	37.0
General skills.	186	48.4	246	35.7	73	22.9
Specific job skills	72	18.8	84	12.2	12	3.8
Career awareness.	96	25.0	121	17.5	35	11.0
General preparation.	124	32.3	198	28.7	82	25.7
English skills used in vocational classes	91	23.7	175	25.4	61	19.1
Math skills used in vocational classes .	126	32.8	232	33.6	57	17.9
Science skills used in vocational classes	25	6.5	61	8.8	22	6.9
Computer skills	109	28.4	161	23.3	50	15.7

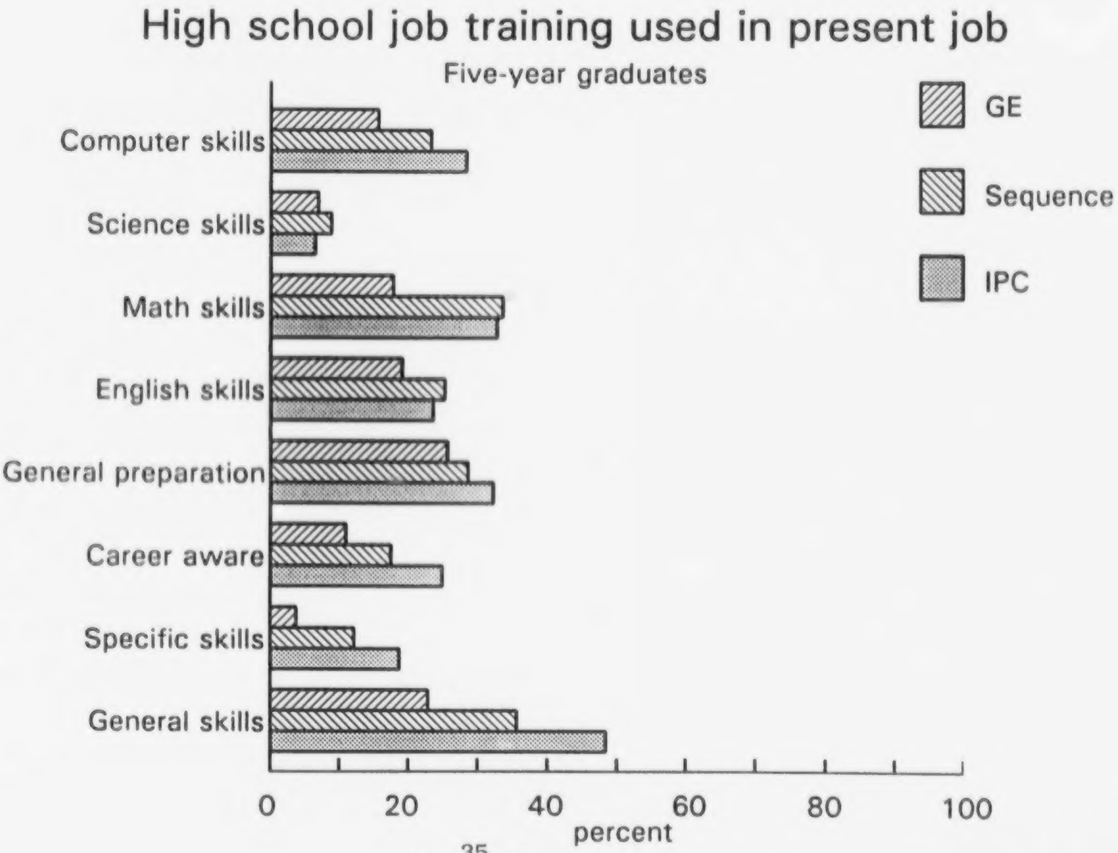


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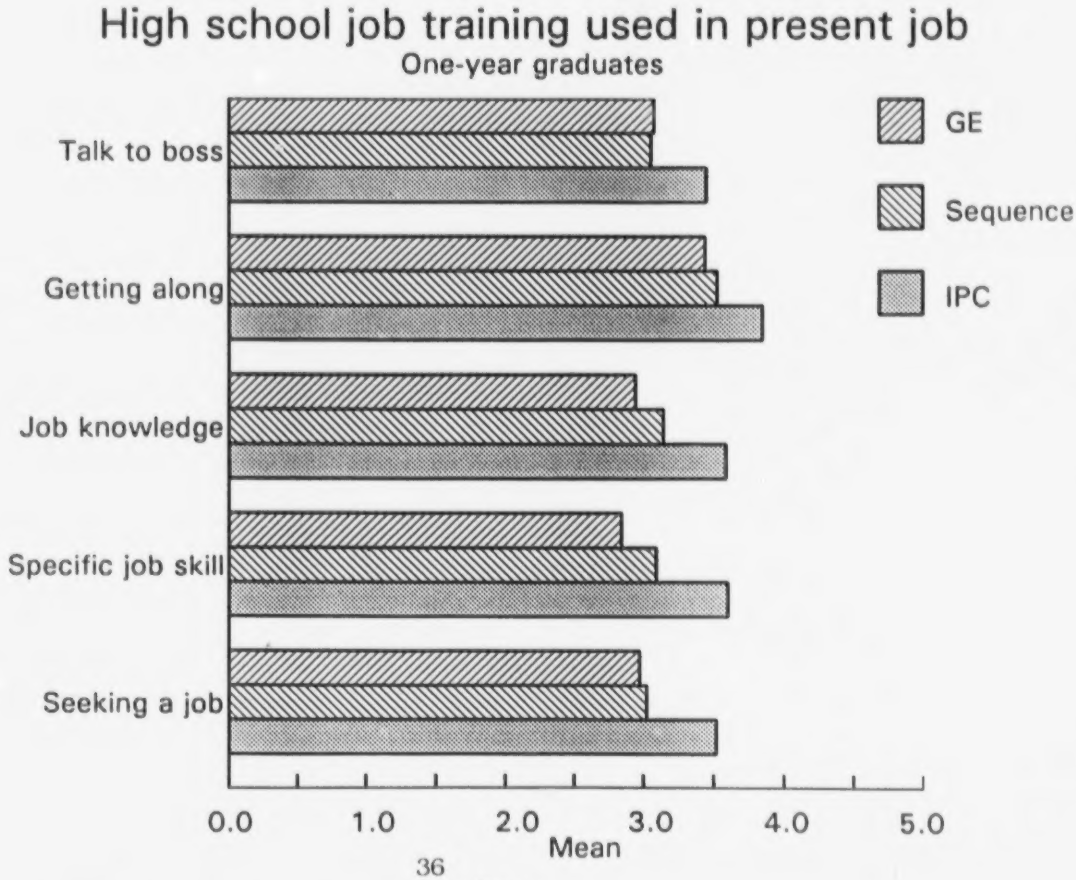
Chart B1
Page B1.12
Graduate - One-Year Follow-up Study

In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.12

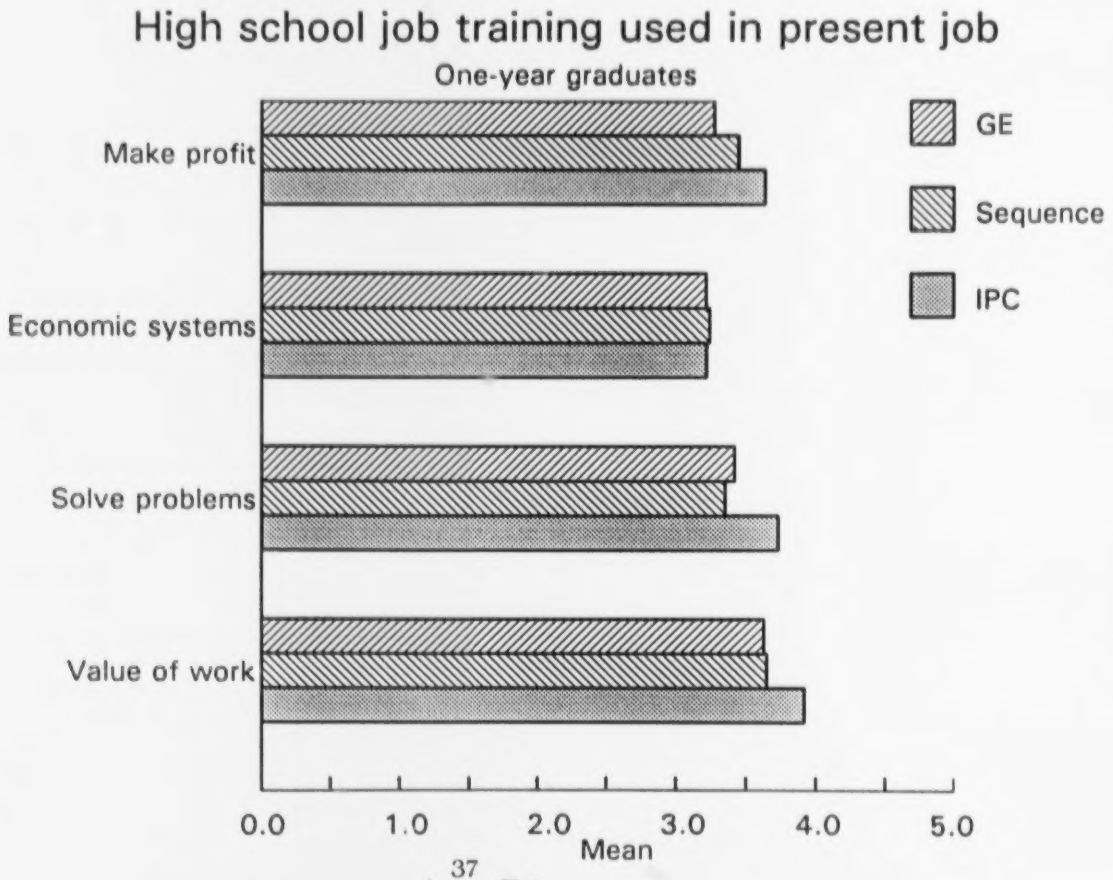
One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Seeking a job	857	3.520	991	3.023	633	2.975
Learning specific job skills.	859	3.603	989	3.094	631	2.846
Learning specific job knowledge	857	3.590	988	3.145	631	2.946
Getting along with other workers. . . .	855	3.850	985	3.529	632	3.441
Being able to talk to the boss about your problems	852	3.452	987	3.057	633	3.081



In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.13

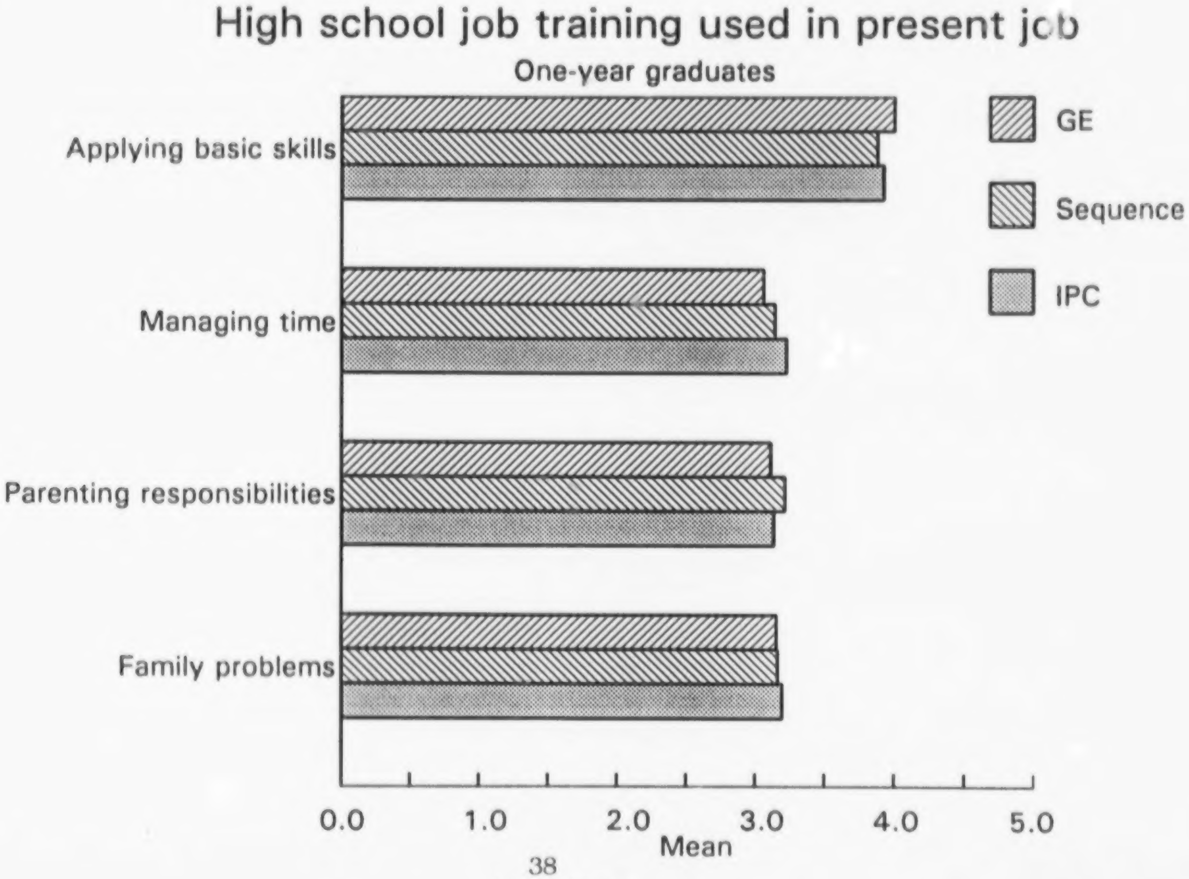
One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Understanding the value and importance of work.	855	3.920	991	3.650	633	3.627
Solving problems on the job	853	3.735	989	3.355	628	3.422
Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc).	854	3.219	991	3.241	638	3.218
Understanding how a business makes a profit.	855	3.639	987	3.448	632	3.274



In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.14

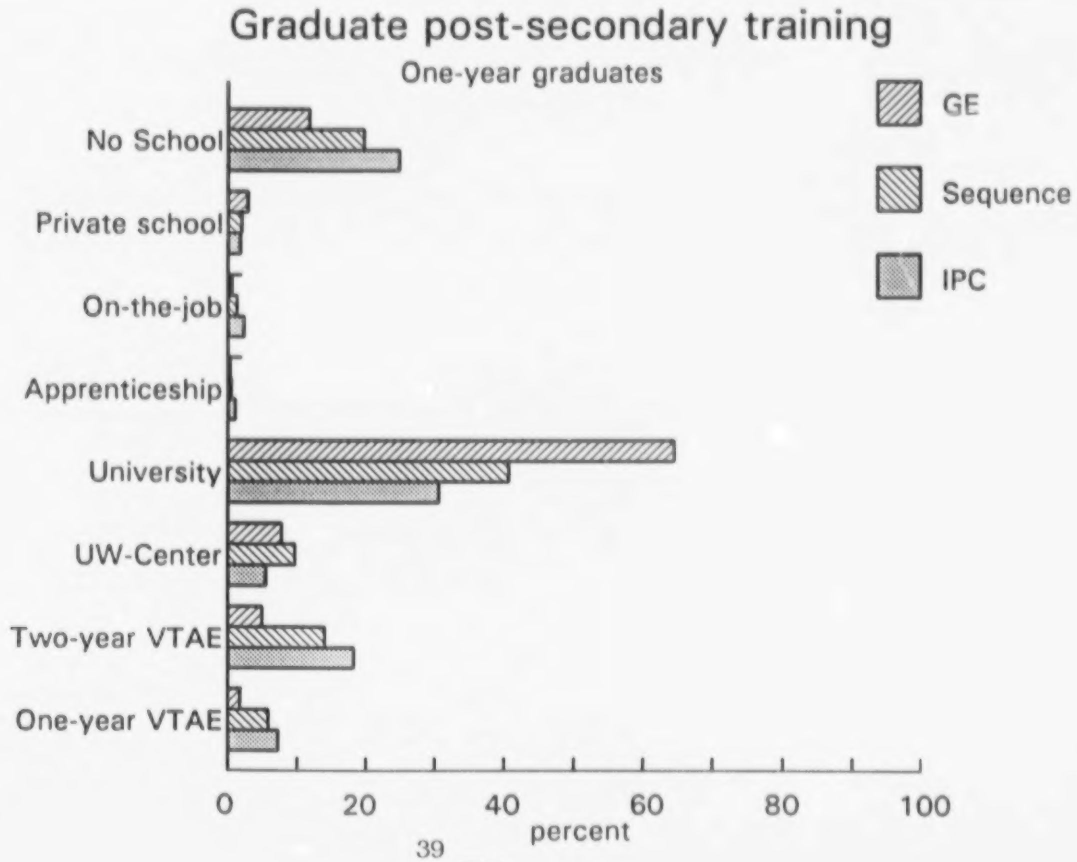
One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Understanding alternatives for solving home and family related problems.	850	3.201	985	3.166	627	3.159
Understanding child growth and development and parenting responsibilities.	849	3.140	988	3.222	633	3.118
Managing career responsibilities with home and family responsibilities .	844	3.235	988	3.151	628	3.067
Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems.	857	3.931	991	3.888	642	4.008



What post-secondary programs are graduates currently attending?

Table B1.15

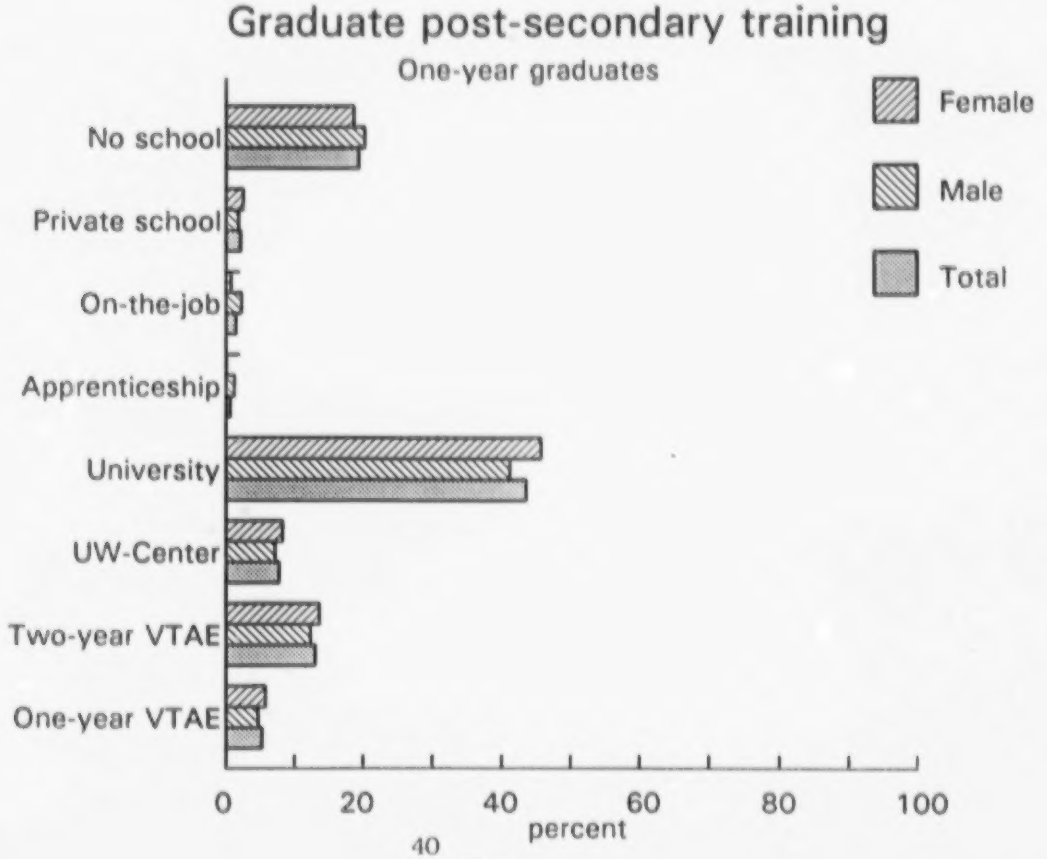
One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	45	4.9	36	3.4	28	4.0
One-year VTAE program	66	7.3	61	5.8	12	1.7
Two-year VTAE program	166	18.2	147	14.0	34	4.9
Two-year UW-Center program.	50	5.5	102	9.7	54	7.7
University program.	279	30.7	429	40.8	450	64.6
Apprenticeship.	10	1.1	5	0.5	2	0.3
In-service or on-the-job training . . .	21	2.3	14	1.3	4	0.6
Private school program.	17	1.9	21	2.0	20	2.9
I am not attending school	227	24.9	208	19.8	82	11.8



What post-secondary programs are graduates currently attending?

Table B1.16

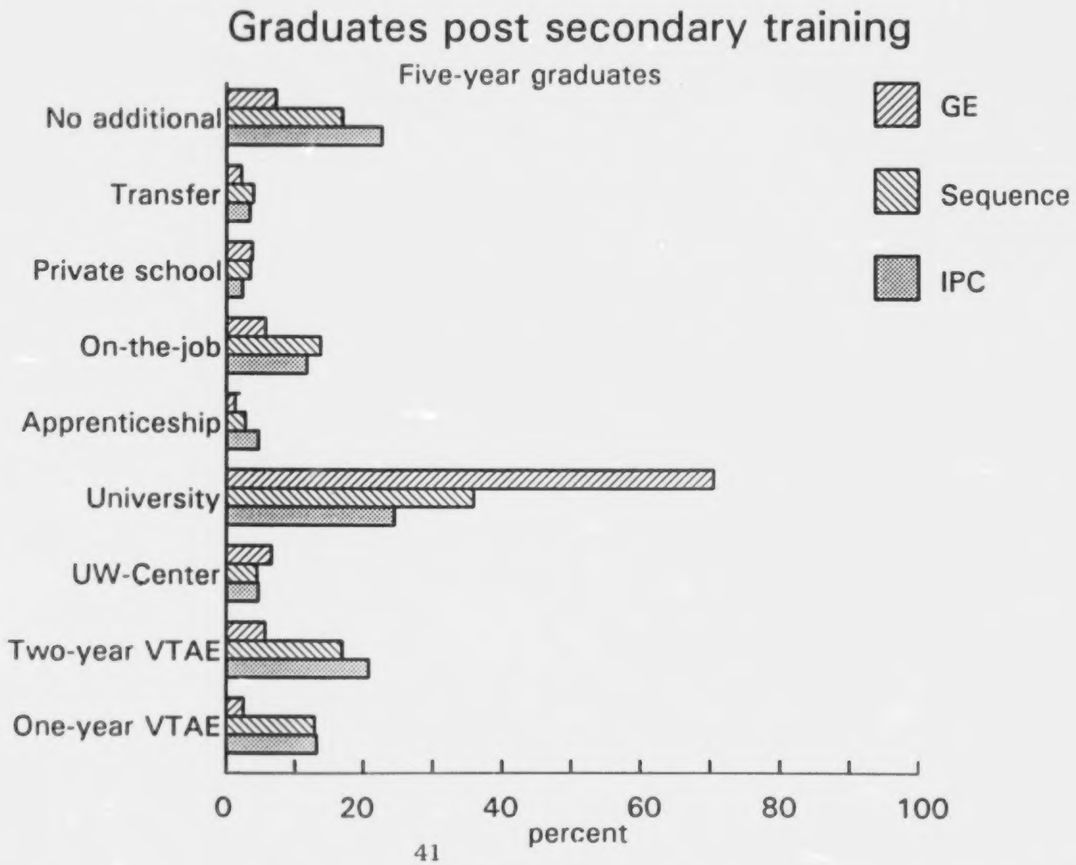
One-year Graduate Response	Total N	Total %	Male N	Male %	Female N	Female %
Omit	109	4.1	75	5.9	34	2.5
One-year VTAE program	139	5.2	60	4.7	79	5.7
Two-year VTAE program	347	13.0	158	12.4	189	13.7
Two-year UW-Center program.	206	7.7	92	7.2	114	8.3
University program.	1160	43.6	528	41.3	632	45.8
Apprenticeship.	17	0.6	16	1.3	1	0.1
In-service or on-the-job training . . .	39	1.5	29	2.3	10	0.7
Private school program.	58	2.2	23	1.8	35	2.5
I am not attending school	517	19.4	259	20.3	258	18.7



What post-secondary program are graduates currently attending?

Table B2.10

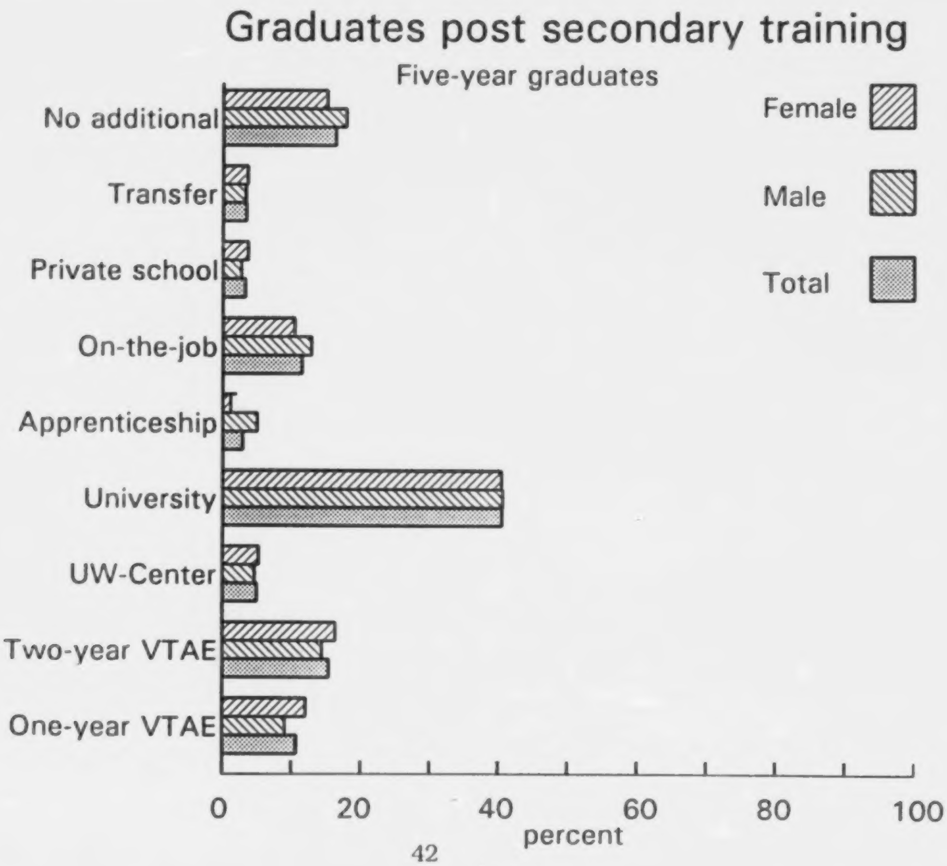
Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	40	10.4	61	8.8	23	7.2
One-year VTAE program	51	13.3	89	12.9	8	2.5
Two-year VTAE program	80	20.8	117	17.0	18	5.6
Two-year UW-Center program.	18	4.7	31	4.5	21	6.6
University program.	94	24.5	248	35.9	225	70.5
Apprenticeship.	18	4.7	19	2.8	4	1.3
In-service or on-the-job training . . .	45	11.7	95	13.8	18	5.6
Private school program.	9	2.3	24	3.5	12	3.8
Started four-year university program and transferred to one of the above	13	3.4	27	3.9	7	2.2
No additional training.	87	22.7	117	17.0	23	7.2



What post-secondary program are graduates currently attending?

Table B2.11

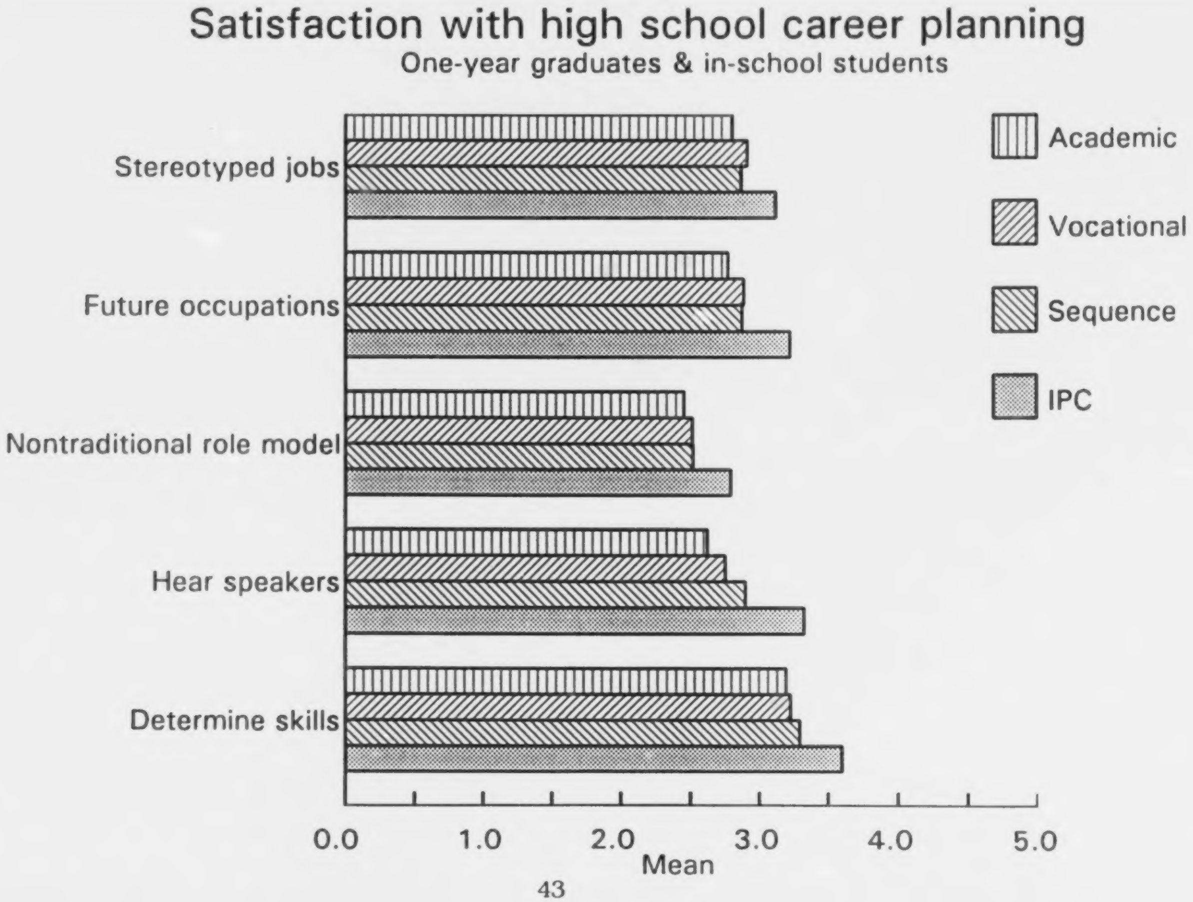
Five-year Graduate Response	Total N	Total %	Male N	Male %	Female N	Female %
Omit	125	8.9	49	7.7	76	10.0
One-year VTAE program	150	10.7	58	9.1	92	12.1
Two-year VTAE program	216	15.4	92	14.4	124	16.3
Two-year UW-Center program.	70	5.0	30	4.7	40	5.3
University program.	569	40.6	260	40.7	308	40.5
Apprenticeship.	41	2.9	32	5.0	9	1.2
In-service or on-the-job training . . .	161	11.5	82	12.8	79	10.4
Private school program.	45	3.2	17	2.7	28	3.7
Started four-year university program and transferred to one of the above	48	3.4	21	3.3	27	3.5
No additional training.	229	16.3	114	17.8	115	15.1



In general, how adequate was the career planning assistance and information you received at your high school?

Table BD1.1

Response	One-year graduates IPC N	 Mean	 Sequence N	 Mean	In-school students Vocational N	 Mean	 Academic N	 Mean
Determining my skills, interests and abilities	859	3.598	991	3.297	10413	3.230	9391	3.196
Opportunity to hear speakers from the world of work.	857	3.328	992	2.898	10378	2.756	9392	2.625
Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	852	2.797	989	2.521	10337	2.517	9329	2.452
New and/or future-oriented occupations .	854	3.230	990	2.881	10263	2.892	9246	2.777
Jobs held by primarily males or primarily females.	853	3.123	983	2.873	10179	2.916	9164	2.809



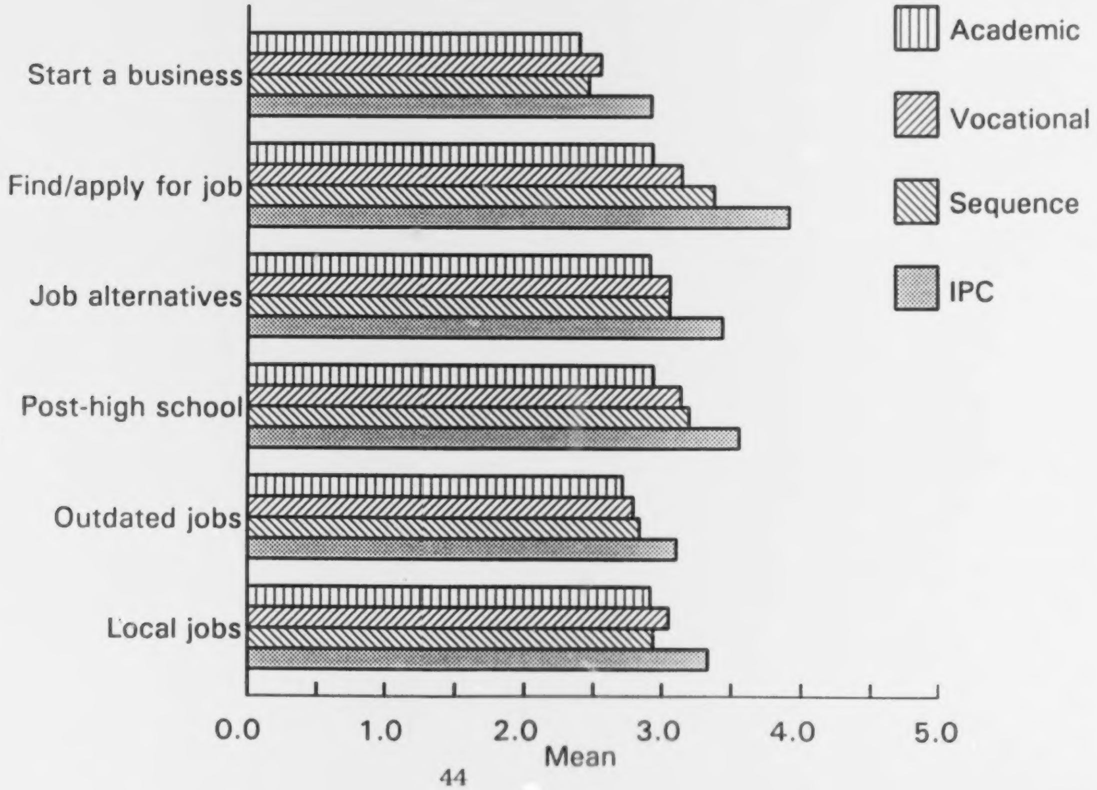
In general, how adequate was the career planning assistance and information you received at your high school?

Table BD1.2

Response	One-year graduates IPC N Mean	 Sequence N Mean	In-school students Vocational N Mean	 Academic N Mean
Occupations which have local job opportunities	853 3.334	983 2.938	10182 3.049	9139 2.918
Jobs which have become outdated, overcrowded or offer no opportunity for advancement	851 3.107	986 2.836	10278 2.793	9214 2.712
Post-high school vocational education opportunities related to my career goal . . .	851 3.564	990 3.201	10263 3.142	9231 2.942
Job alternatives related to my career goal . . .	850 3.447	982 3.064	10229 3.067	9216 2.921
How to find a job/how to apply for a job. . .	855 3.924	990 3.389	10264 3.155	9242 2.943
How to start a business	855 2.935	990 2.476	10273 2.563	9187 2.408

Satisfaction with high school career planning

One-year graduates & in-school students



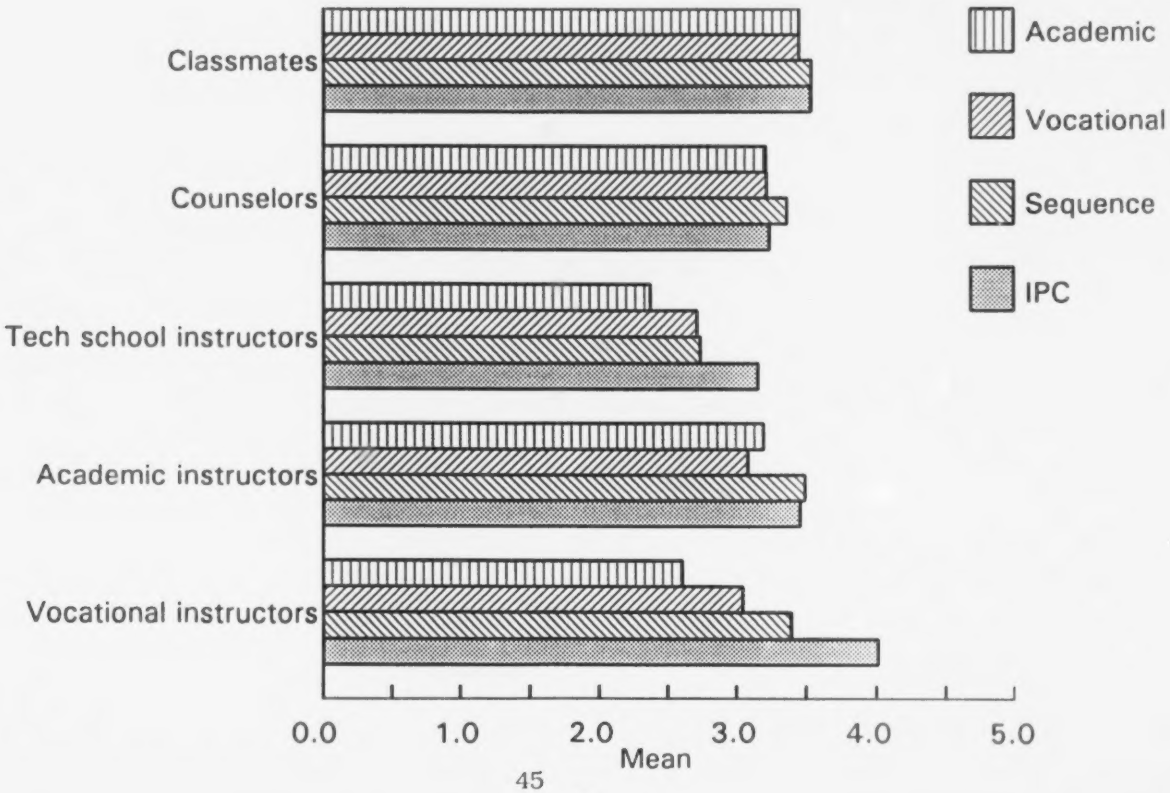
During my high school career I have received help in studying and planning for a career from the following sources:

Table BD1.3

Response	One-year graduates IPC N	 Mean	 Sequence N	 Mean	In-school students Vocational N	 Mean	 Academic N	 Mean
Instructors: vocational	844	4.014	963	3.394	10157	3.044	8902	2.607
Instructors: academic	842	3.457	985	3.491	10185	3.082	9109	3.195
Instructors: technical school . . .	752	3.158	875	2.743	9888	2.716	8662	2.374
Counselors (guidance staff) . . .	849	3.243	986	3.365	10217	3.220	9131	3.216
Friends/classmates . .	849	3.539	985	3.540	10280	3.456	9222	3.453

Sources of help in studying & planning for a career

One-year graduates & in-school students

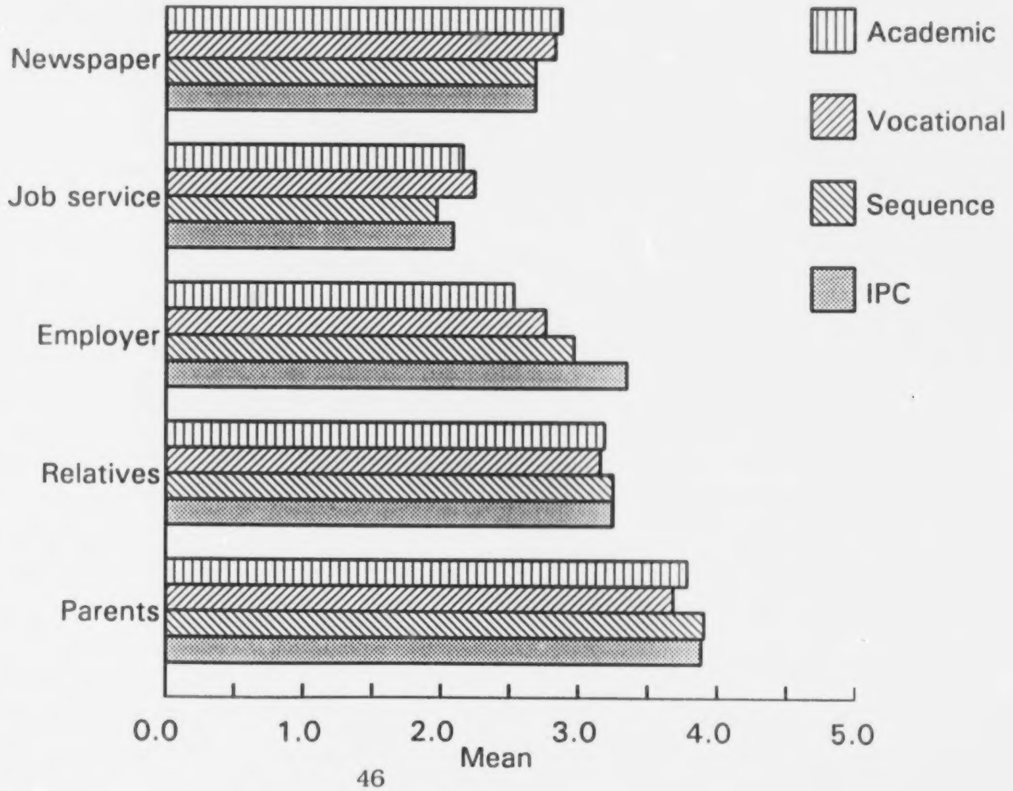


During my high school career I have received help in studying and planning for a career from the following sources:

Table BD1.4

Response	One-year graduates IPC N	 Mean	 Sequence N	 Mean	In-school students Vocational N	 Mean	 Academic N	 Mean
Parents	853	3.886	994	3.908	10332	3.686	9252	3.788
Relatives.	849	3.252	985	3.255	10277	3.163	9187	3.191
Employers.	848	3.353	975	2.972	10107	2.767	8909	2.533
Job Service.	827	2.093	934	1.969	9971	2.248	8734	2.164
Newspapers/ magazines/television .	838	2.693	971	2.693	10134	2.837	9017	2.882
Other (please list). .	36	4.639	58	4.397	331	4.429	317	4.448

Sources of help in studying & planning for a career
One-year graduates & in-school students



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What is the highest grade level you completed in high school?

Table B3.1

"What is the highest grade level you completed in high school?"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	0	0.0	0	0.0	0	0.0	0	0.0
9th grade	0	0.0	0	0.0	0	0.0	0	0.0
10th grade	1	20.0	0	0.0	2	20.0	0	0.0
11th grade	1	20.0	1	25.0	3	30.0	4	80.0
12th grade	3	60.0	3	75.0	5	50.0	1	20.0

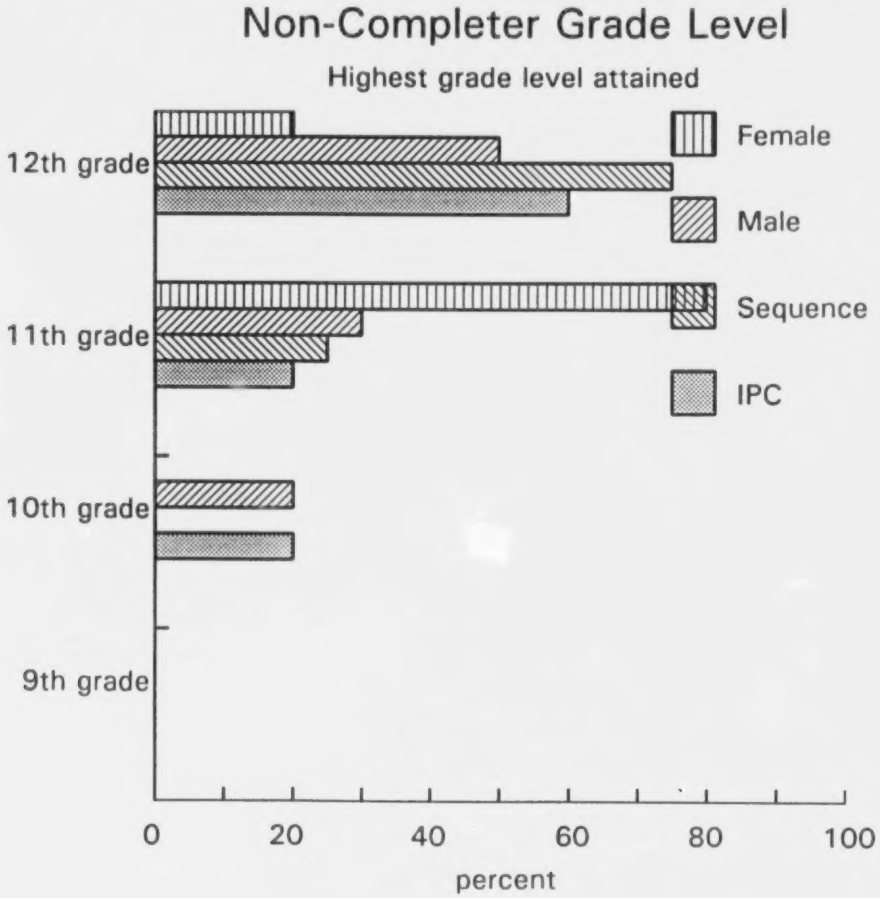
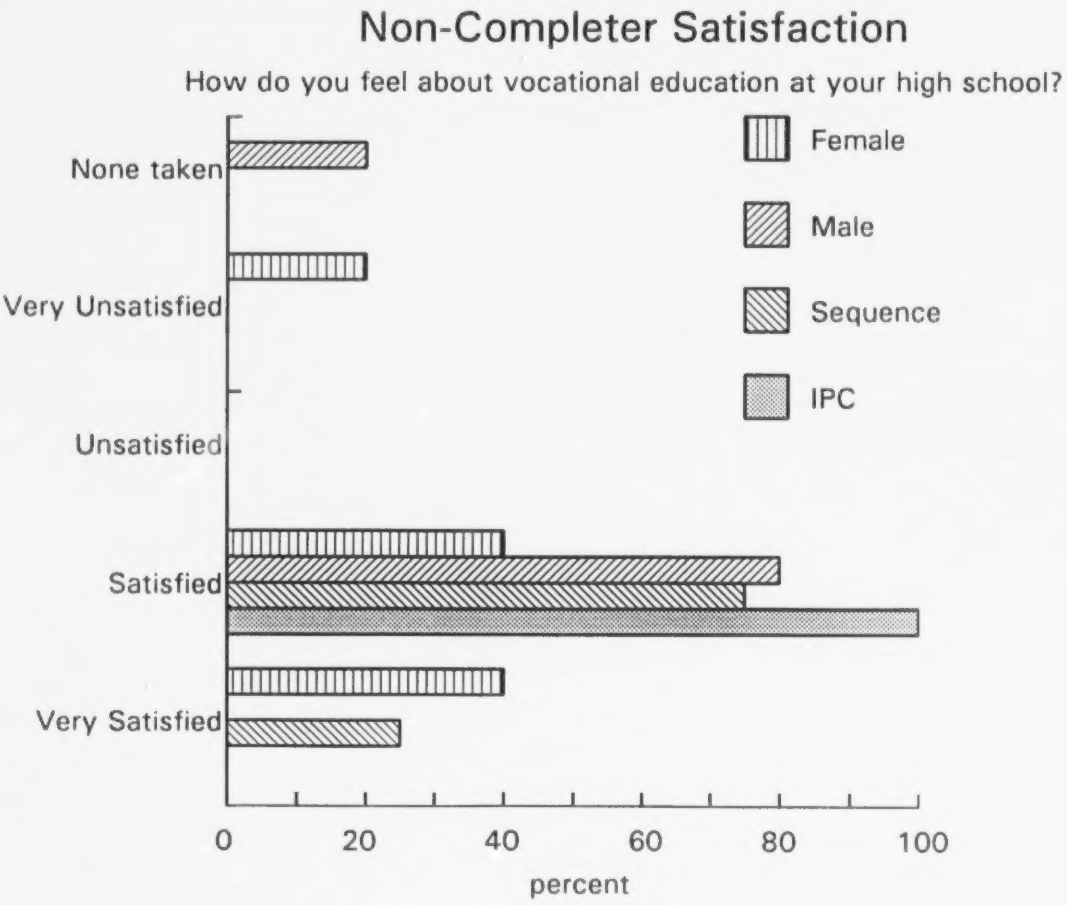


Chart B3
Page B3.2
Student Non-Completer Follow-up Study

How do you feel about vocational courses you took at your high school?

Table B3.2

"How do you feel about the vocational courses that you took at your high school?"	IPC N	IPC %	Sequence N	Sequence %	Male N	Male %	Female N	Female %
Omit	0	0.0	0	0.0	0	0.0	0	0.0
Very Satisfied . . .	0	0.0	1	25.0	0	0.0	2	40.0
Satisfied.	5	100.0	3	75.0	8	80.0	2	40.0
Unsatisfied.	0	0.0	0	0.0	0	0.0	0	0.0
Very Unsatisfied . .	0	0.0	0	0.0	0	0.0	1	20.0
Did not take any . .	0	0.0	0	0.0	2	20.0	0	0.0



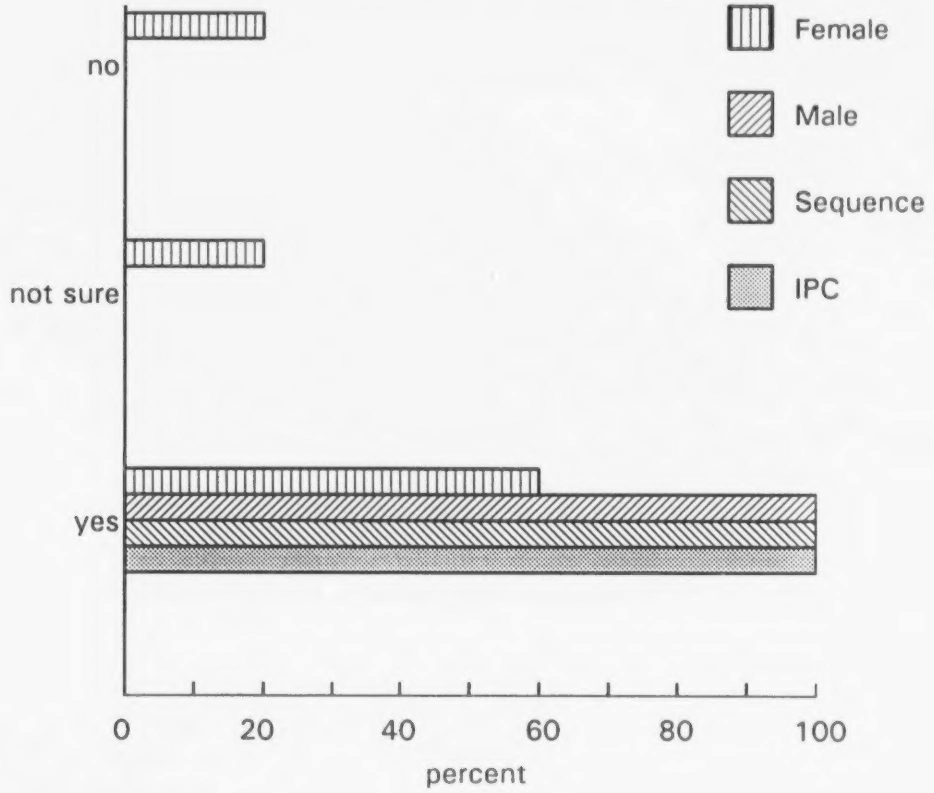
How do non-completers feel about vocational courses being part of high school curricula?

Table B3.3

Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	0	0.0	0	0.0	0	0.0	0	0.0
Yes.	5	100.0	4	100.0	10	100.0	3	60.0
Not sure	0	0.0	0	0.0	0	0.0	1	20.0
No	0	0.0	0	0.0	0	0.0	1	20.0

Non-Completer Attitude

Should vocational courses be part of high school curricula?



CHAPTER 3

SELECTED FINDINGS OF EMPLOYERS: ONE-YEAR AND FIVE-YEAR

This chapter contains tables and graphs about one- and five-year graduates' use of high school job training in their present jobs, employer preference to hire vocationally trained graduates, employer ratings of basic and job skills and employer assistance to vocational programs. During 1990-91, the overall response rate achieved by the 43 schools for employers of one-year graduates was a median of 66 percent, with schools varying from 25 - 100 percent for rate of return.

The C1 survey was required from employers of one-year graduates and was completed by 551 employers. The C2 survey was from employers of five year graduates. A total of 333 employers completed this optional survey. A complete set of data tables for the C surveys can be found in Appendix B.

Major findings of employer surveys are:

Employability

- Over 80 percent of employers prefer to hire vocationally trained graduates. (Table C1.1)
- Employers of five-year graduates continue to prefer hiring vocationally trained graduates. (Table C2.1)

Preparation for Employment

- Over one-third of employers feel that vocationally trained graduates are better prepared than employees without vocational preparation. In contrast, only 10 percent thought that those without vocational education were better prepared. (Table C1.2)
- Four out of five employers rate one-year IPC graduates' attitudes toward on-the-job training as positive/very positive. Only 1 percent of employers give a negative rating. (Table C1.3)
- Employers feel that one-year vocational graduates are more than adequately prepared in the areas of: work quantity, work quality, work attitude, job skills, and job knowledge. (Table C1.4)

- Employers feel that five-year vocational graduates are more than adequately prepared in the areas of: occupational skills, work attitude, work quality and work quantity. (Table C2.2)

- The basic skills of one-year vocational graduates as rated by employers are more than adequate. (Tables C1.5 and C1.6)

- The basic skills of five-year vocational graduates as rated by employers are more than adequate. (Tables C2.3 and C2.4)

- Employers feel that vocationally trained one-year graduates are adequately prepared in the areas of: tool and equipment use, selection and care of space, materials and supplies, ability to work with co-workers, accepting advice, working in a leadership role, and understanding the value of work. (Table C1.7)

- Employers believe that one-year vocational graduates are adequately prepared in the areas of: promptness, willingness to accept and perform tasks, willingness to accept and direct work, and in decision-making. (Table C1.8)

- Employers believe that one-year vocational graduates are more than adequately prepared in the areas of: the ability to learn, to accept change, to show kindness and display neatness. (Table C1.9)

- Employers feel that vocationally trained five-year graduates are more than adequately prepared in the areas of: tool and equipment use, selection and care of space, materials and supplies, ability to work with co-workers, accepting advice, working in a leadership role, and understanding the value of work. (Table C2.5)

- Employers believe that five-year vocational graduates are more than adequately prepared in the areas of: promptness, willingness to accept and perform tasks, willingness to accept and direct work, and decision-making. (Table C2.6)

- Employers believe that five-year vocational graduates are more adequately prepared in: the ability to learn, ability to accept change, to show kindness and display neatness. (Table C2.7)

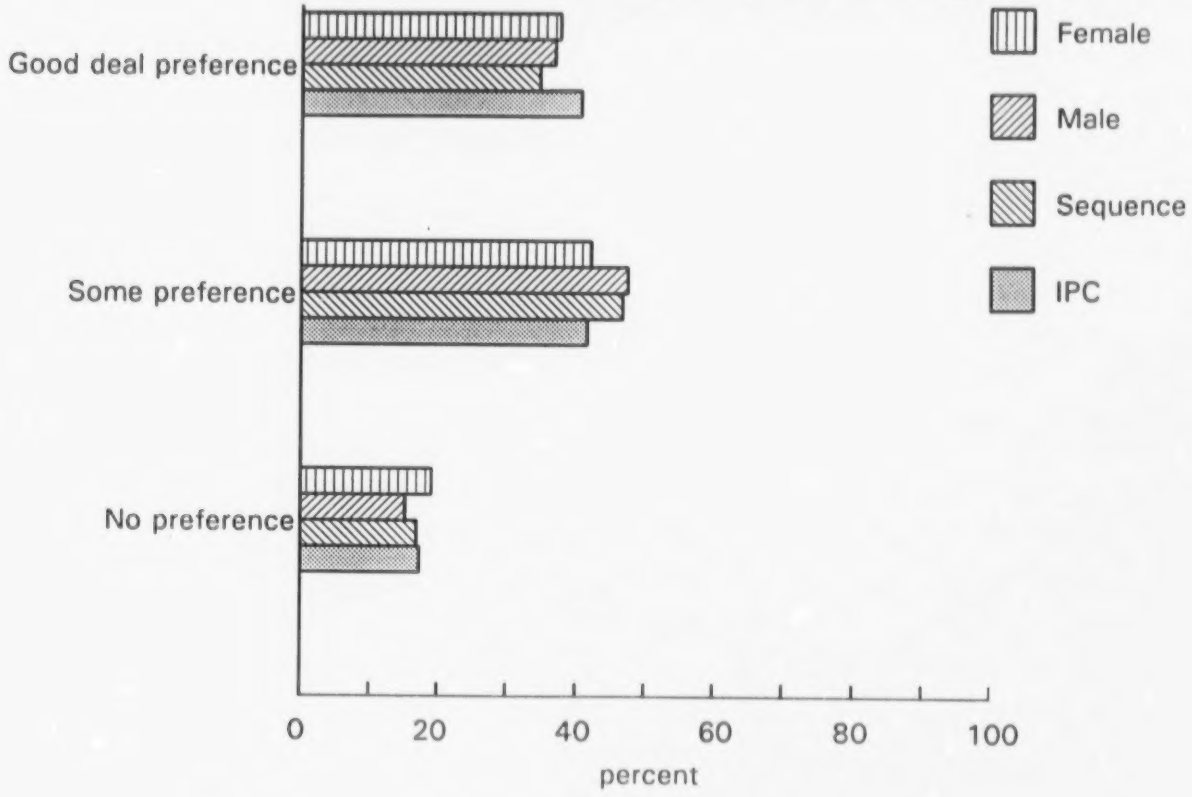
Assistance Provided

- Area businesses work with schools to support secondary education, by providing vocational students with work experience or by serving on advisory committees. (Table C1.10 and C1.11)
- Area businesses of five-year graduates support secondary education by providing vocational students with work experience and by recommending equipment and materials to be used. (Table C2.8 and C2.9)
- Over 90 percent of IPC employers and 87 percent of Sequence employers feel vocational courses including career exploration and the development of saleable skills should be part of the high school curriculum. (Table C1.12)
- Over 83 percent of employers of special needs graduates feel vocational courses including career exploration and the development of saleable skills should be part of the high school curriculum. (Table C1.13)

Do employers prefer to hire vocationally trained graduates?

Table C1.1

"From past experience, would you prefer to hire persons who have had high school vocational training?"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	1	0.4	4	1.7	1	0.5	4	1.2
No preference. . . .	40	17.3	39	16.9	33	15.2	63	19.1
Some preference. . .	96	41.6	108	46.8	103	47.5	139	42.1
A good deal of preference. . .	94	40.7	80	34.6	80	36.9	124	37.6



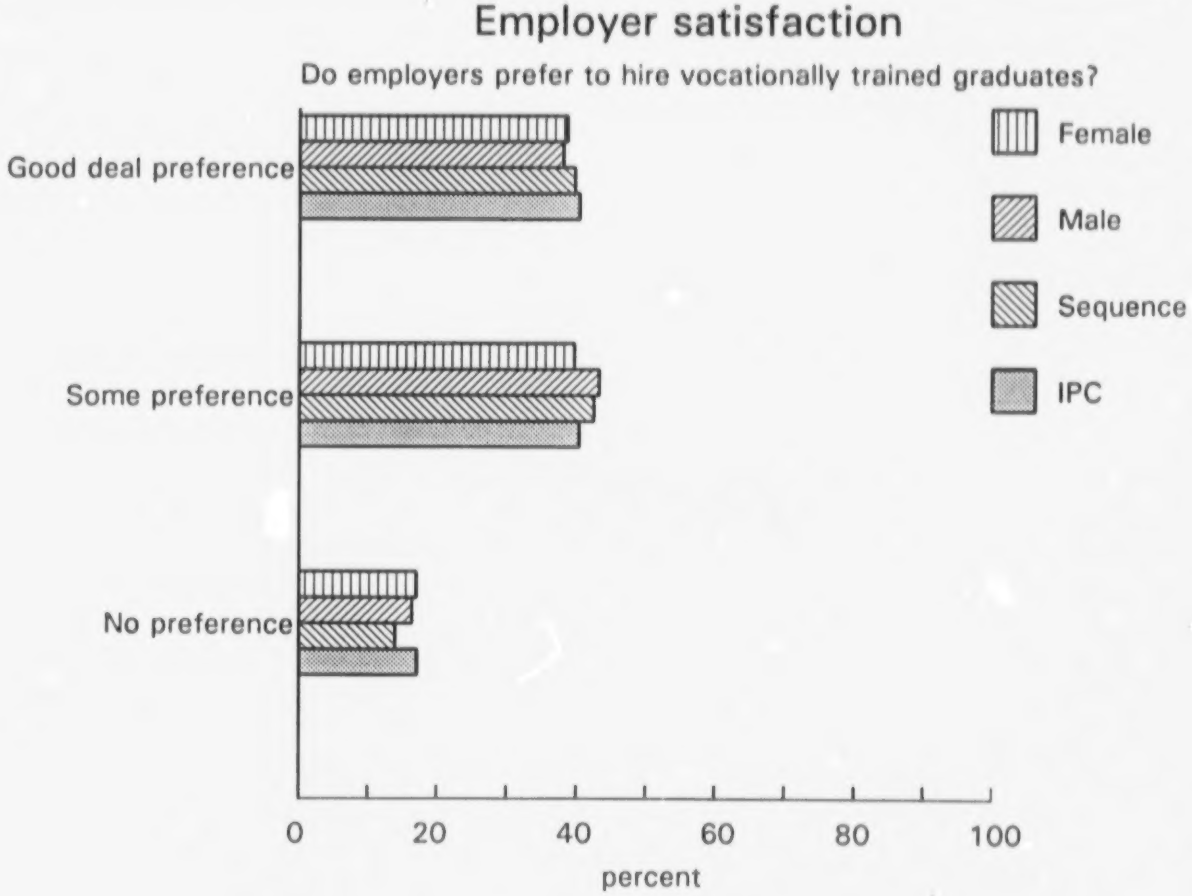
Employer satisfaction

Do employers prefer to hire vocationally trained graduates?

Do employers prefer to hire vocationally trained graduates?

Table C2.1

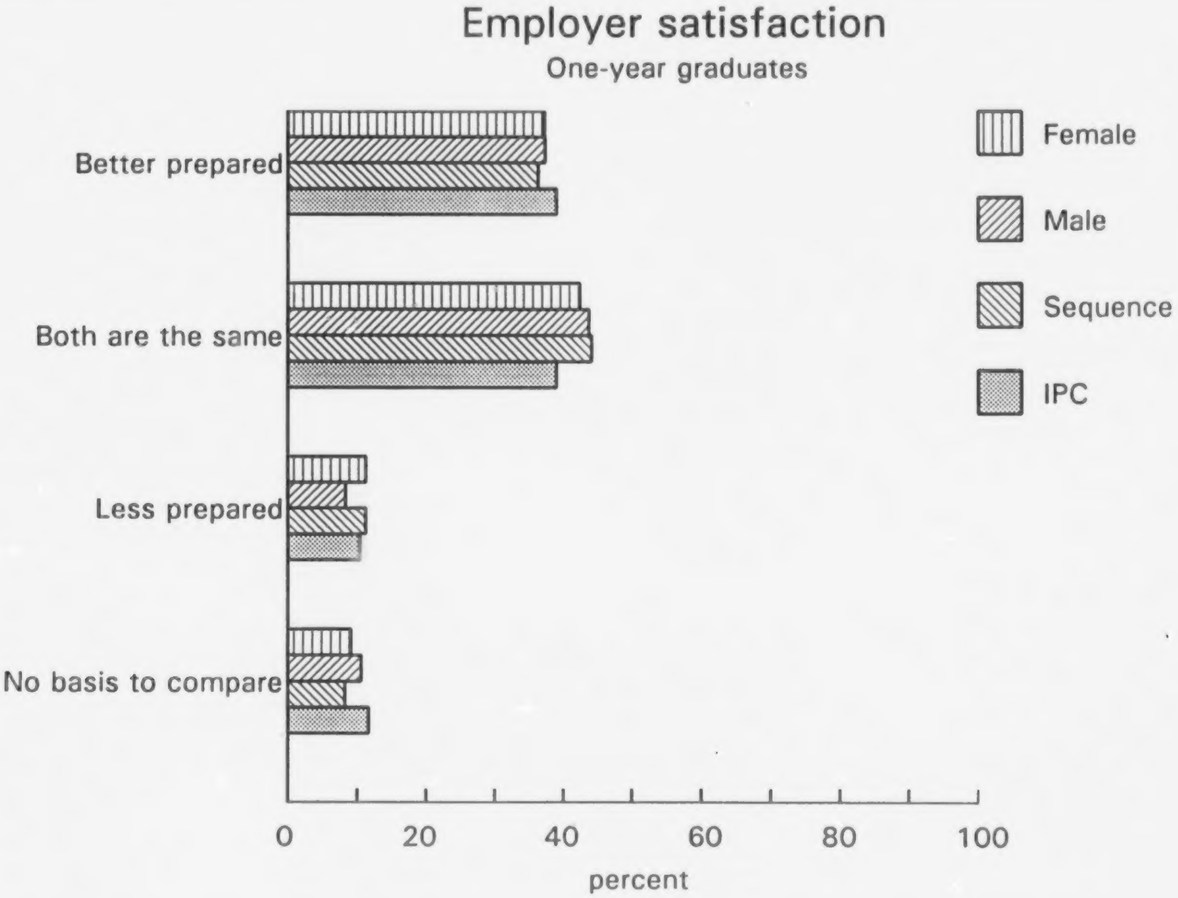
"From past experience, would you prefer to hire persons who have had high school vocational training?"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	2	2.0	7	3.8	3	2.2	9	4.5
No preference. . . .	17	17.2	26	14.0	22	16.4	34	17.1
Some preference. . .	40	40.4	79	42.5	58	43.3	79	39.7
A good deal of preference. . .	40	40.4	74	39.8	51	38.1	77	38.7



How do employers rate vocational preparation of high school vocational graduates in comparison to others without such training?

Table C1.2

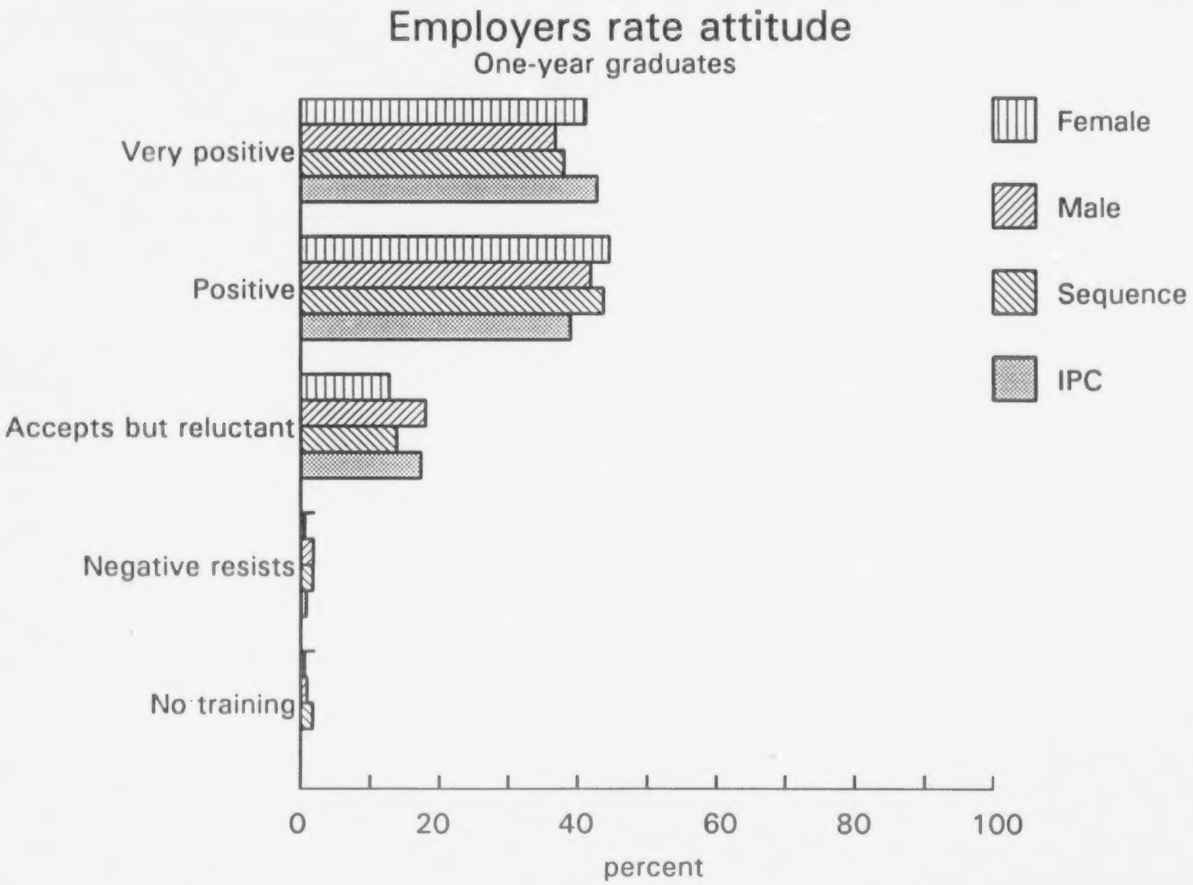
	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
No basis for comparison.	27	11.7	19	8.2	23	10.6	30	9.1
Individual is less prepared.	24	10.4	26	11.3	18	8.3	37	11.2
Both are about the same.	90	39.0	102	44.2	95	43.8	140	42.4
Individual is better prepared.	90	39.0	84	36.4	81	37.3	123	37.3



How do employers rate vocational graduates' attitudes toward on-the-job training?

Table C1.3

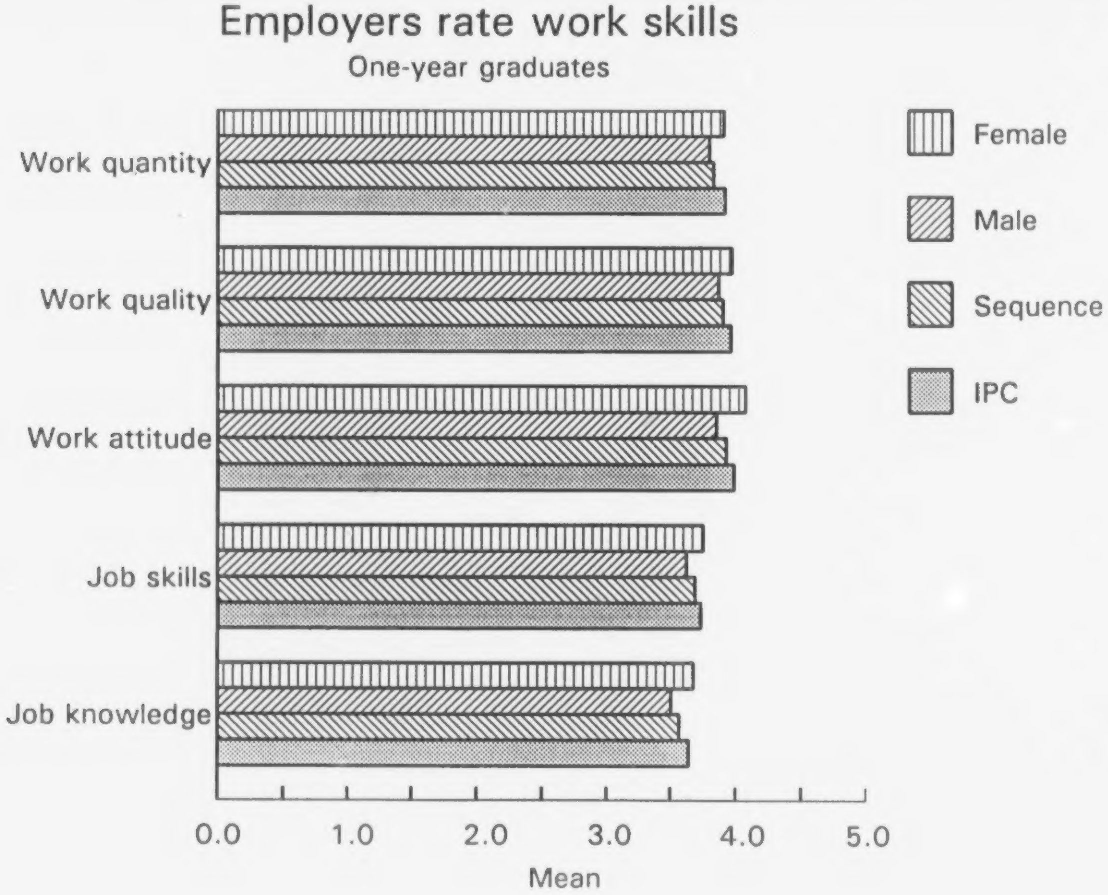
"What has been this employees's attitude toward on-the-job training?"	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	0	0.0	2	0.9	1	0.5	1	0.3
No training has been offered.	0	0.0	4	1.7	2	0.9	2	0.6
Negative, resists training	2	0.9	4	1.7	4	1.8	2	0.6
Acceptant, but needs prodding	40	17.3	32	13.9	39	18.0	42	12.7
Positive, willing to learn	90	39.0	101	43.7	91	41.9	147	44.5
Very positive, eager to learn	99	42.9	88	38.1	80	36.9	136	41.2



How do employers rate one-year vocational graduates in occupational knowledge/skills, work attitude, work quality, and work quantity?

Table C1.4

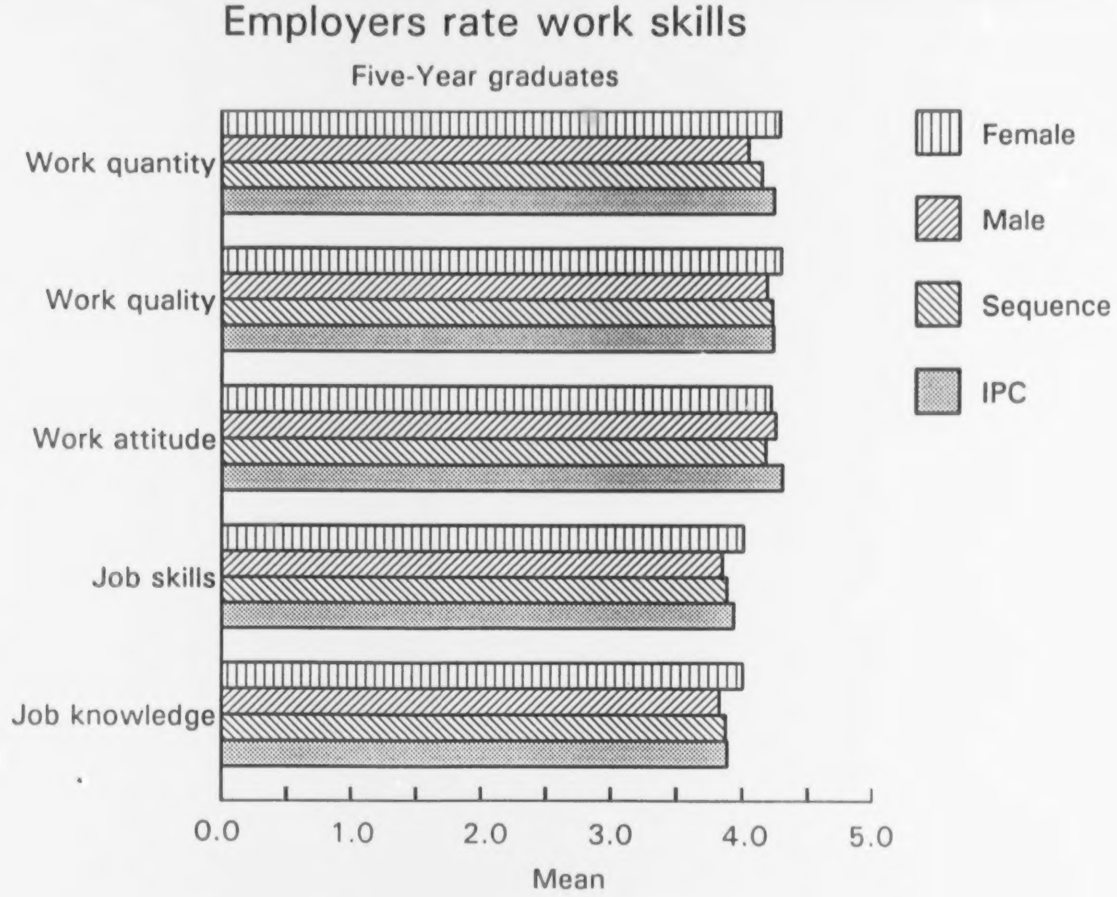
Rate the vocational training received by the graduate in:	IPC N	IPC Mean	Sequence N	Sequence Mean	Male N	Male Mean	Female N	Female Mean
Occupational knowledge.	228	3.645	228	3.570	212	3.505	327	3.679
Occupational skills	227	3.736	229	3.694	211	3.626	328	3.756
Work attitude. . . .	230	3.991	231	3.935	216	3.856	330	4.082
Work quality	230	3.970	231	3.905	216	3.875	330	3.979
Work quantity. . . .	228	3.925	230	3.835	214	3.804	329	3.915



How do employers rate five-year vocational graduates in occupational knowledge/skills, work attitude, work quality, and work quantity?

Table C2.2

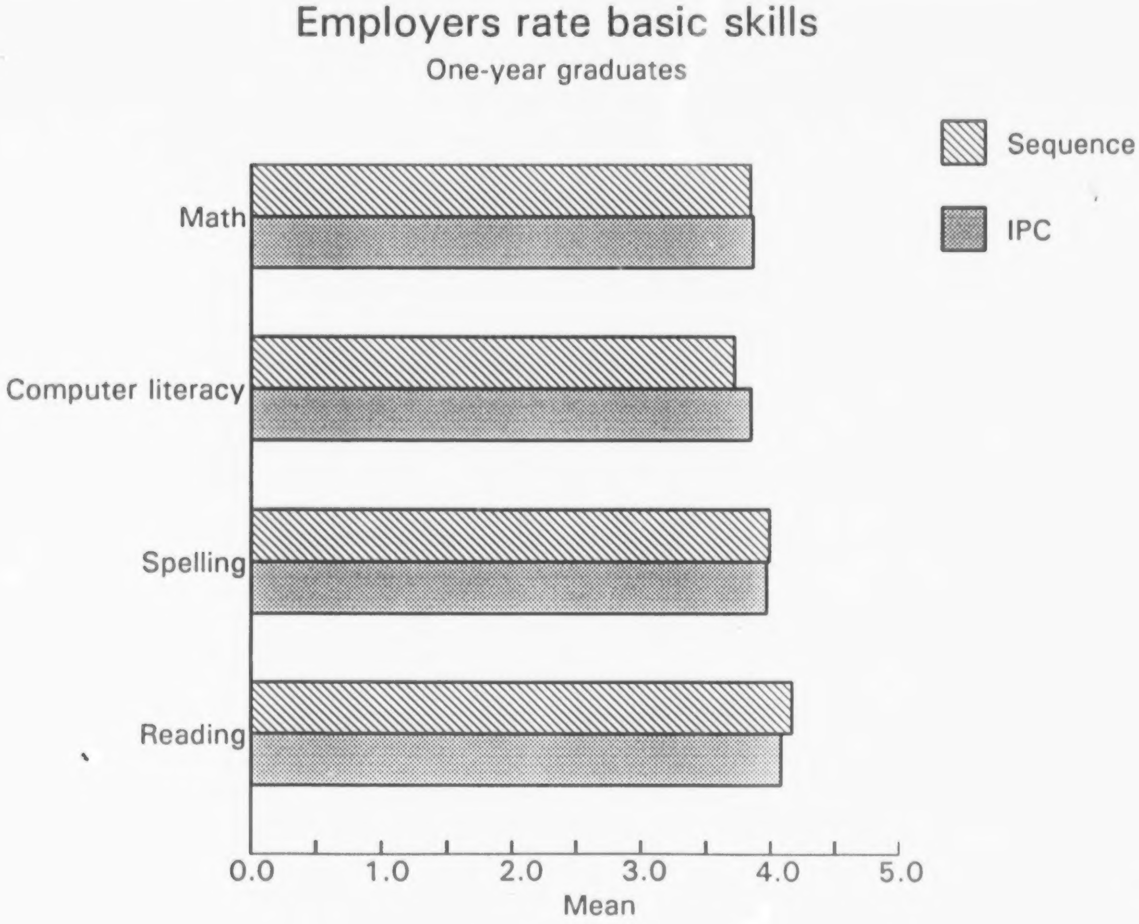
Rate the vocational training received by the graduate in:	IPC		Sequence		Male		Female	
	N	Mean	N	Mean	N	Mean	N	Mean
Occupational knowledge.	98	3.888	182	3.874	133	3.827	195	4.005
Occupational skills	98	3.939	181	3.884	132	3.848	195	4.010
Work attitude. . . .	98	4.306	185	4.178	134	4.254	197	4.218
Work quality	98	4.235	186	4.226	134	4.187	198	4.293
Work quantity. . . .	96	4.240	184	4.147	133	4.045	195	4.282



How do employers rate the basic skills of one-year vocationally trained graduates?

Table C1.5

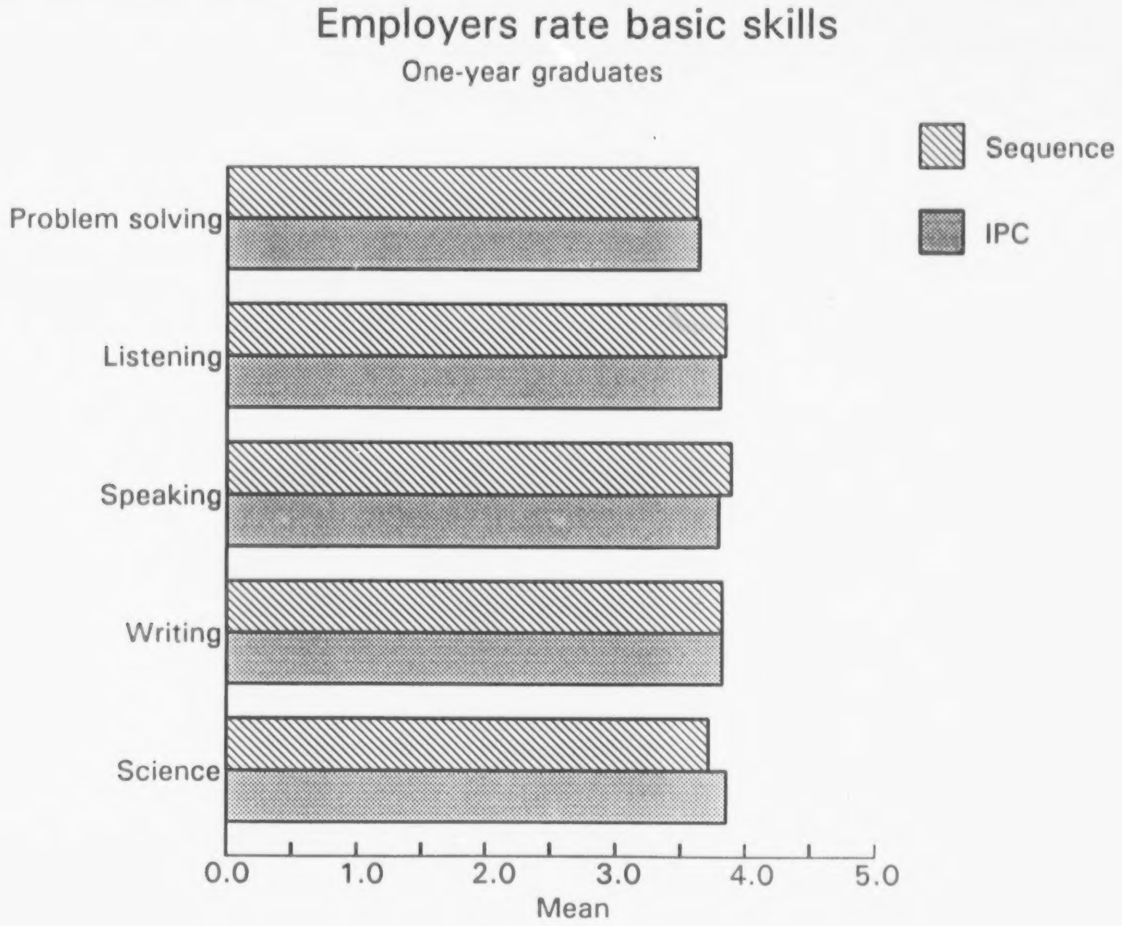
"In the following areas of basic skills, how well prepared was this employee?"	IPC N	IPC Mean	Sequence N	Sequence Mean
Reading	188	4.085	197	4.168
Spelling.	179	3.972	179	3.994
Computer literacy	123	3.854	95	3.726
Math.	168	3.869	160	3.850



How do employers rate the basic skills of one-year vocationally trained graduates?

Table C1.6

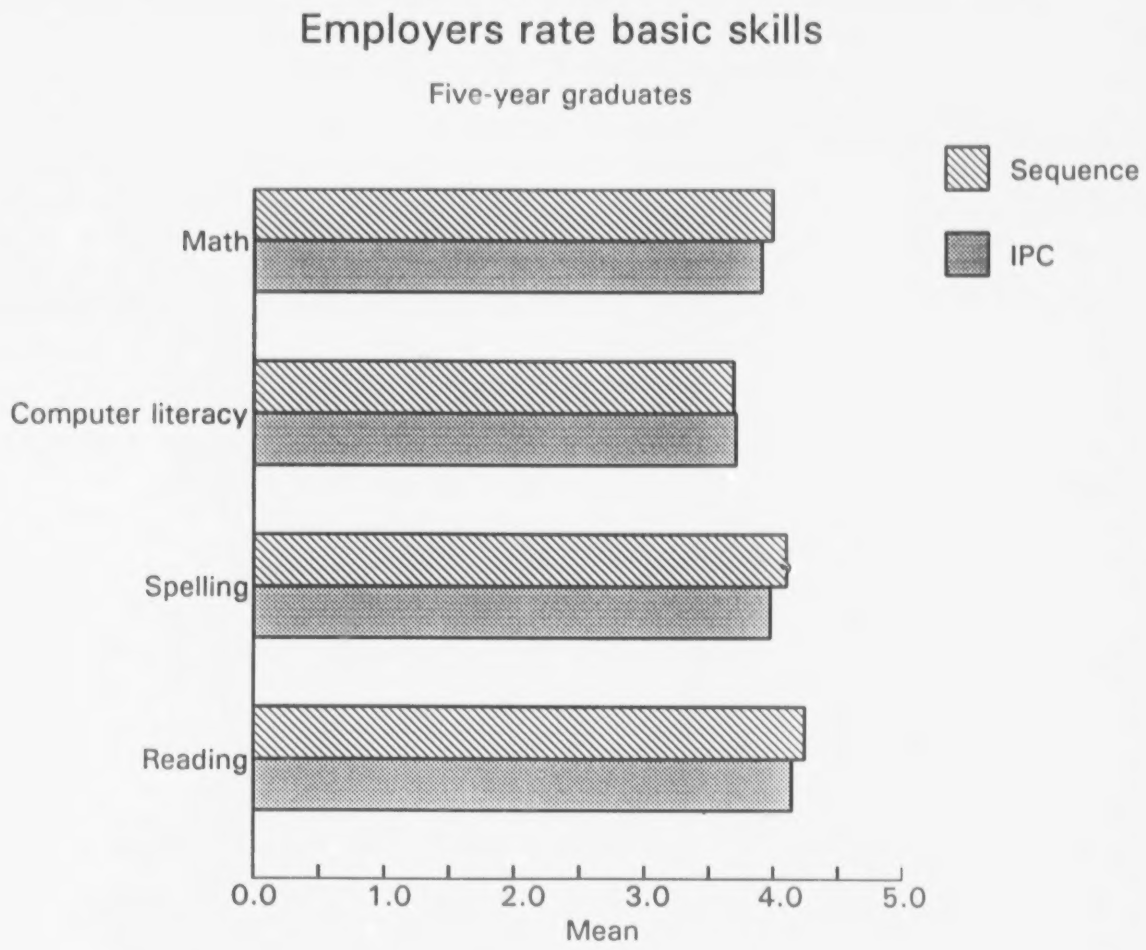
"In the following areas of basic skills, how well prepared was this employee?"	IPC N	IPC Mean	Sequence N	Sequence Mean
Science	75	3.853	63	3.714
Writing	175	3.823	168	3.821
Speaking	222	3.797	215	3.893
Listening	226	3.810	225	3.849
Problem Solving	218	3.647	217	3.627



How do employers rate the basic skills of five-year vocationally trained graduates?

Table C2.3

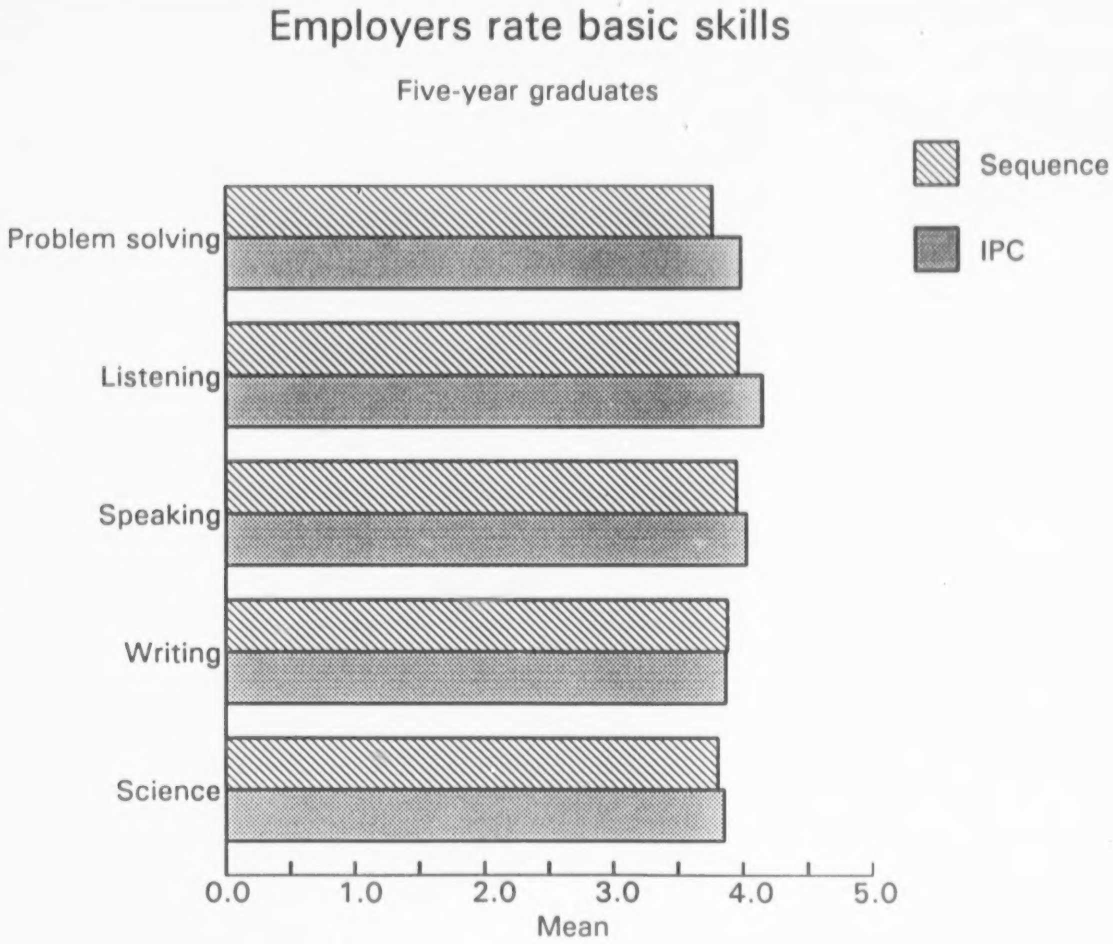
"In the following areas of basic skills how adequately prepared was this employee?"	**IPC** N	**IPC** Mean	**Sequence** N	**Sequence** Mean
Reading	90	4.144	161	4.242
Spelling.	88	3.977	157	4.102
Computer literacy	66	3.712	110	3.691
Math.	80	3.912	145	3.993



How do employers rate the basic skills of five-year vocationally trained graduates?

Table C2.4

"In the following areas of basic skills how adequately prepared was this employee?"	**IPC** **N**	 **Mean**	**Sequence** **N**	 **Mean**
Science	42	3.857	68	3.809
Writing	85	3.871	158	3.886
Speaking.	94	4.032	175	3.954
Listening	98	4.153	183	3.967
Problem Solving	96	3.990	179	3.771



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.7

Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Use of tools and equipment.	217	3.866	207	3.821
Selection and care of space, materials, and supplies	221	3.756	209	3.732
Ability to work with co-workers	229	4.057	229	4.144
Accepting advice and supervision. . . .	230	3.970	227	4.026
Working in a leadership role when applicable	182	3.505	181	3.475
Understanding the value and importance of work.	231	3.831	226	3.810

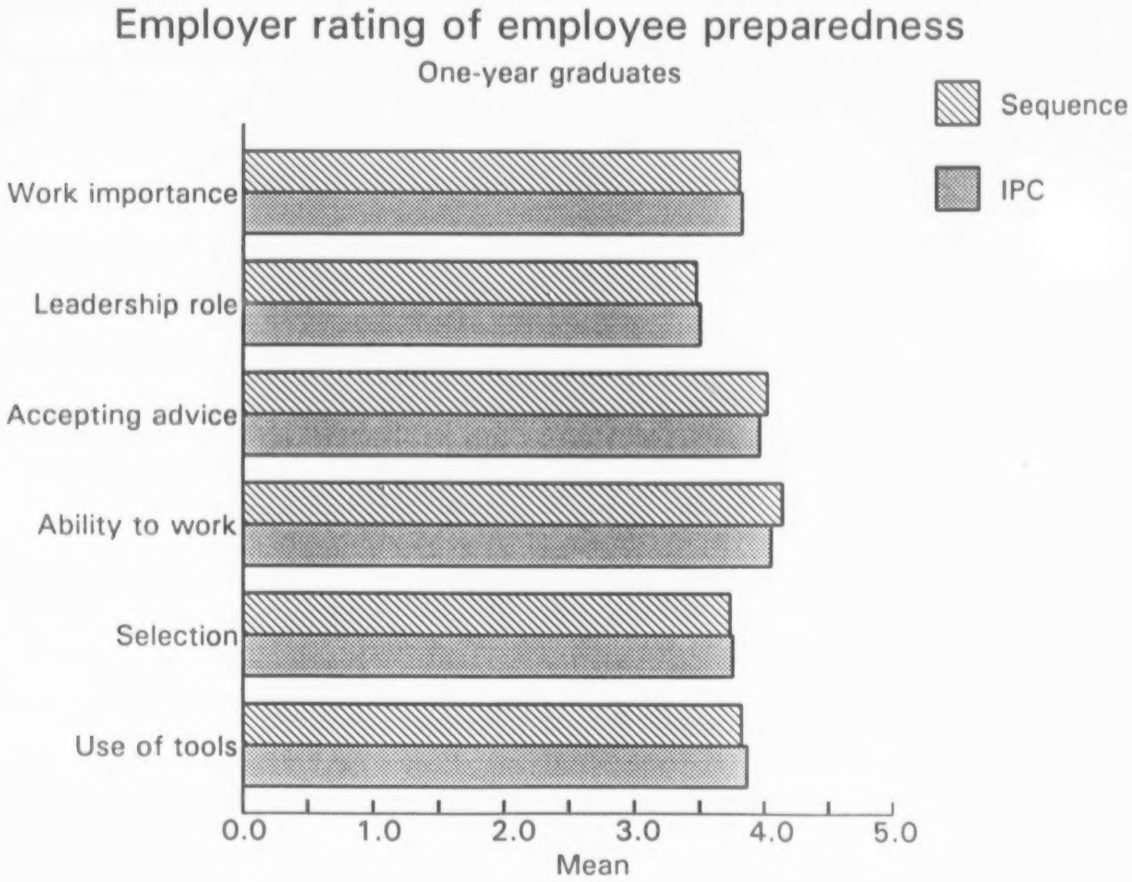
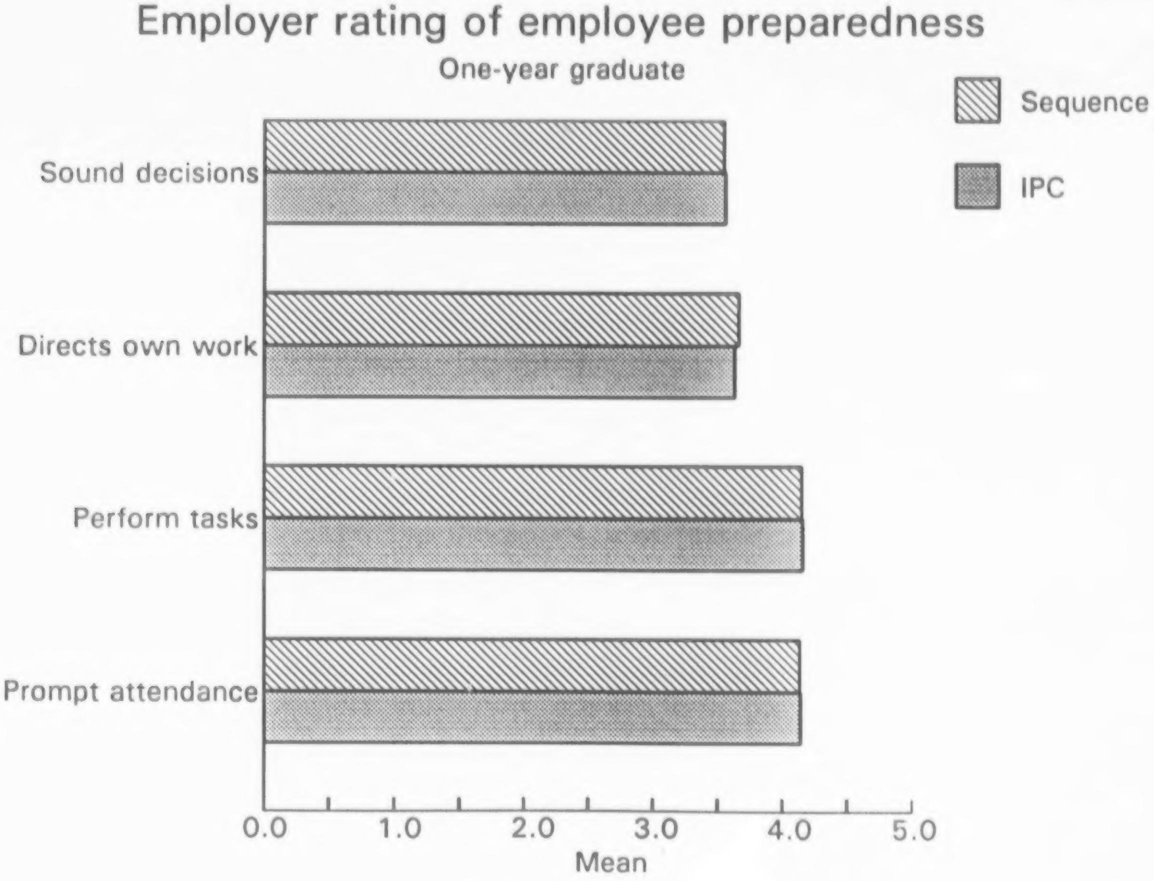


Chart C1
Page C1.8
Employer One-Year Follow-Up Study

In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.8

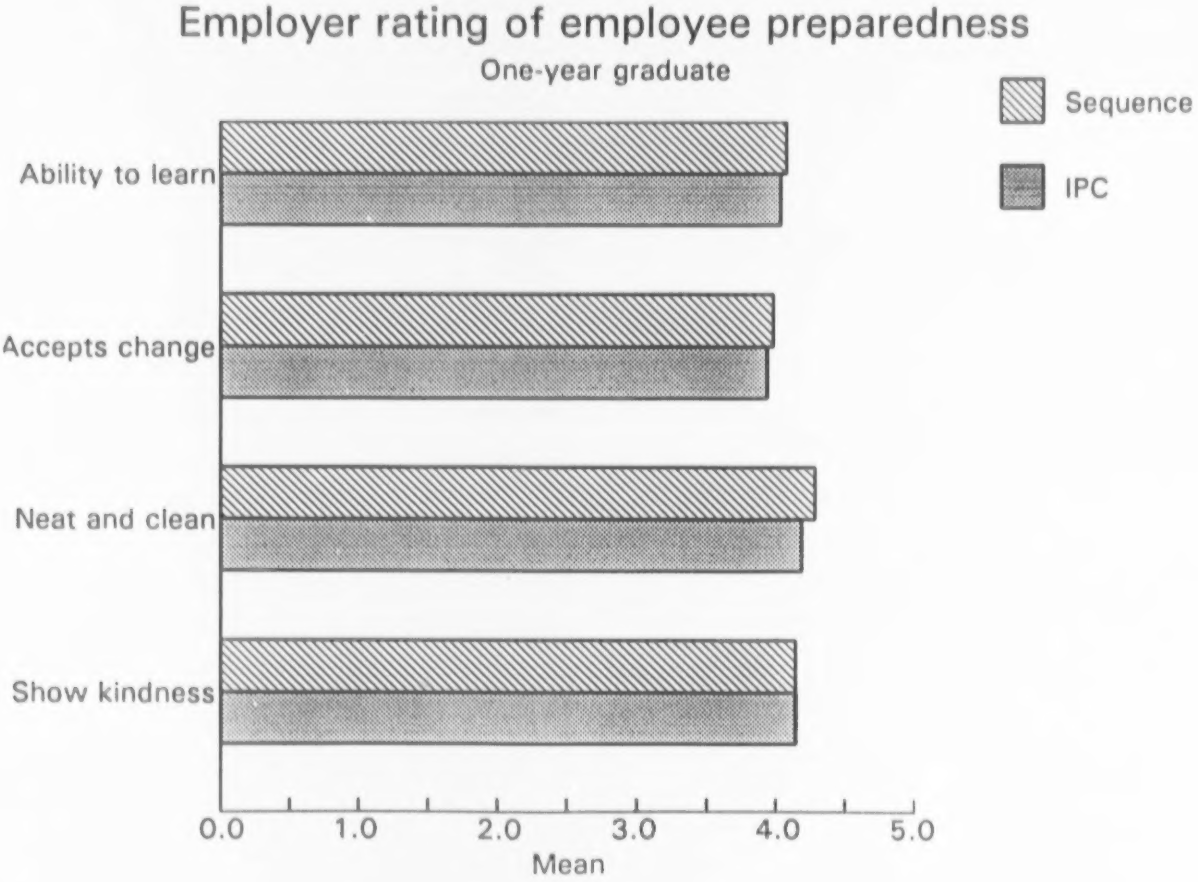
Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Prompt and dependable in attendance . .	231	4.147	230	4.139
Willing to accept and perform tasks . .	230	4.165	229	4.157
Willing to accept and direct own work .	228	3.636	220	3.668
Ability to make sound decisions	224	3.563	218	3.550



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.9

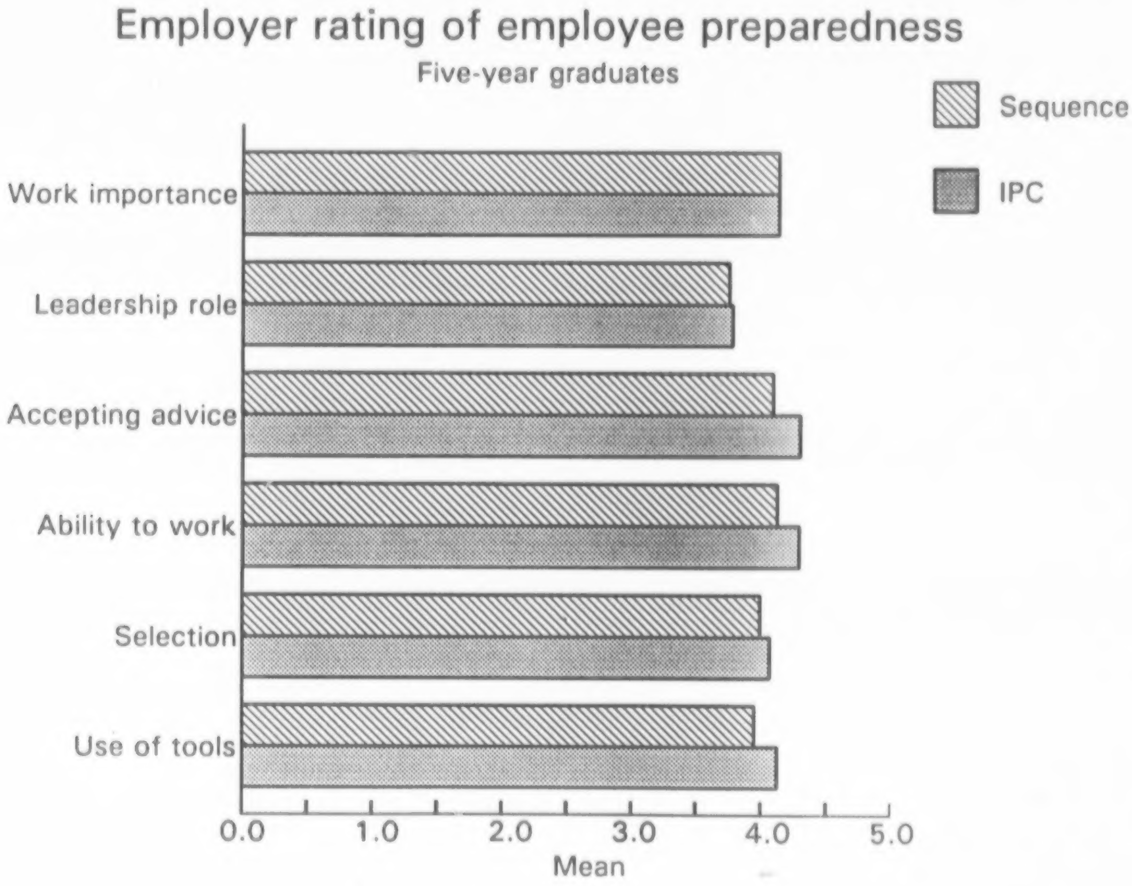
Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Show consideration and kindness towards others.	230	4.148	228	4.145
Neat, clean, and appropriate appearance	231	4.190	230	4.287
Flexibility to accept change.	231	3.939	223	3.982
Ability to learn new job tasks.	231	4.039	226	4.080



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.5

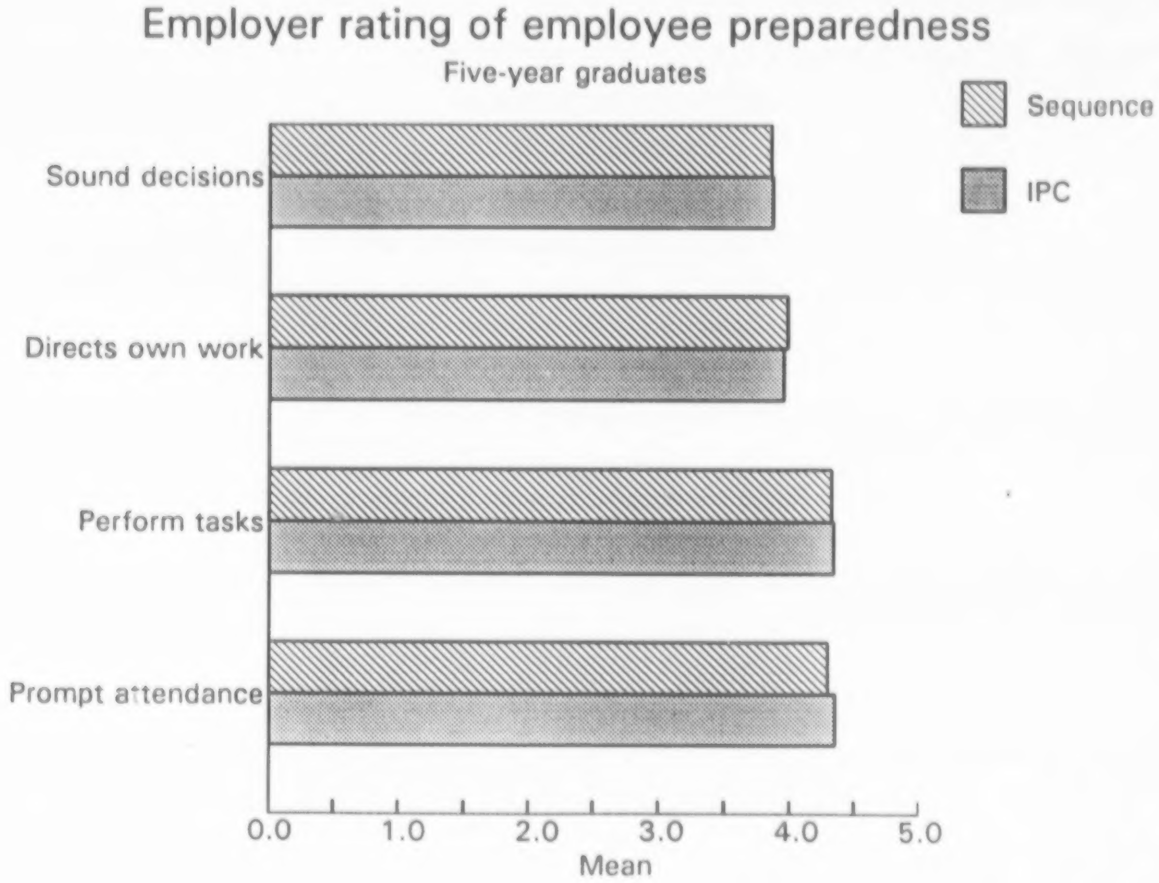
Employer Response	IPC		Sequence	
	N	Mean	N	Mean
Use of tools and equipment.	92	4.130	166	3.952
Selection and care of space, materials, and supplies	96	4.073	179	3.994
Ability to work with co-workers	98	4.296	185	4.130
Accepting advice and supervision. . . .	98	4.306	186	4.097
Working in a leadership role when applicable	85	3.788	166	3.759
Understanding the value and importance of work.	98	4.143	185	4.141



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.6

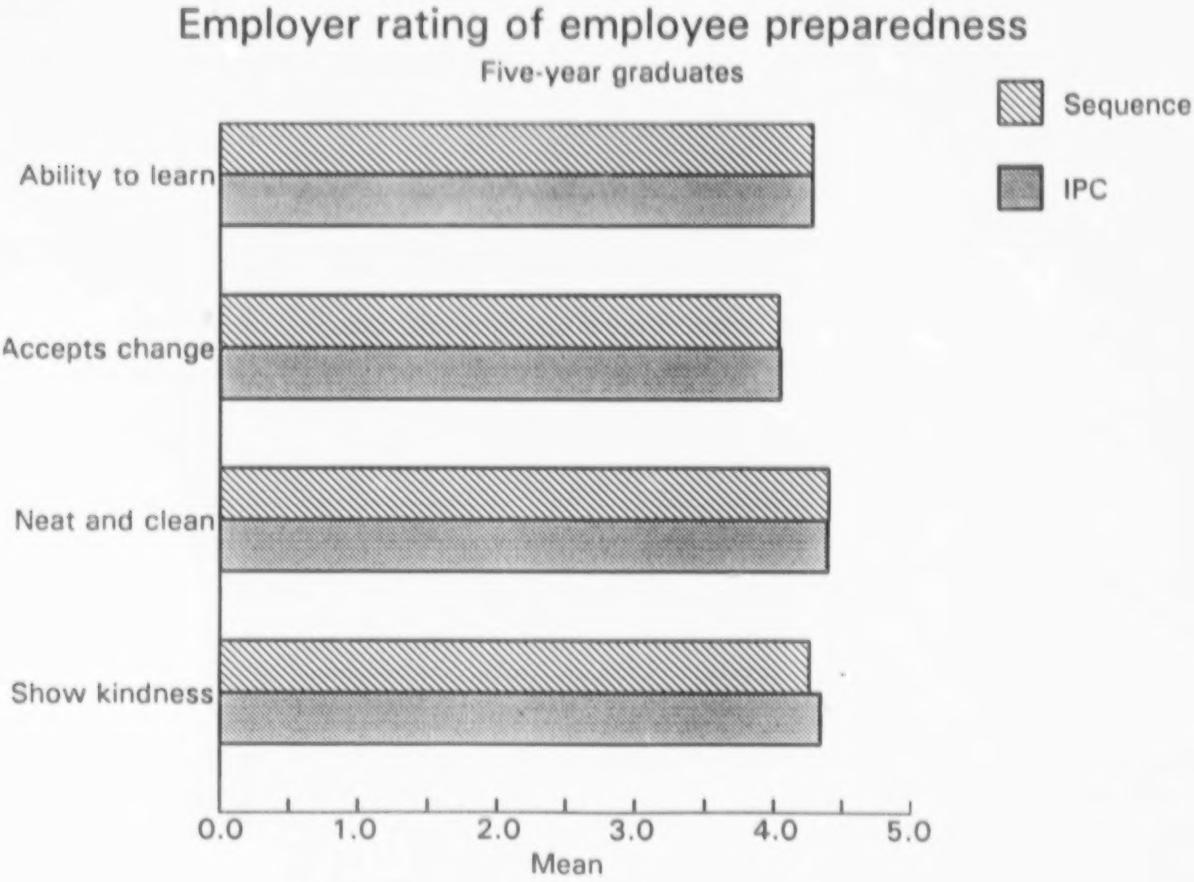
Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Prompt and dependable in attendance . .	98	4.357	185	4.297
Willing to accept and perform tasks . .	98	4.347	186	4.328
Willing to accept and direct own work .	97	3.959	181	3.989
Ability to make sound decisions	95	3.874	182	3.863



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.7

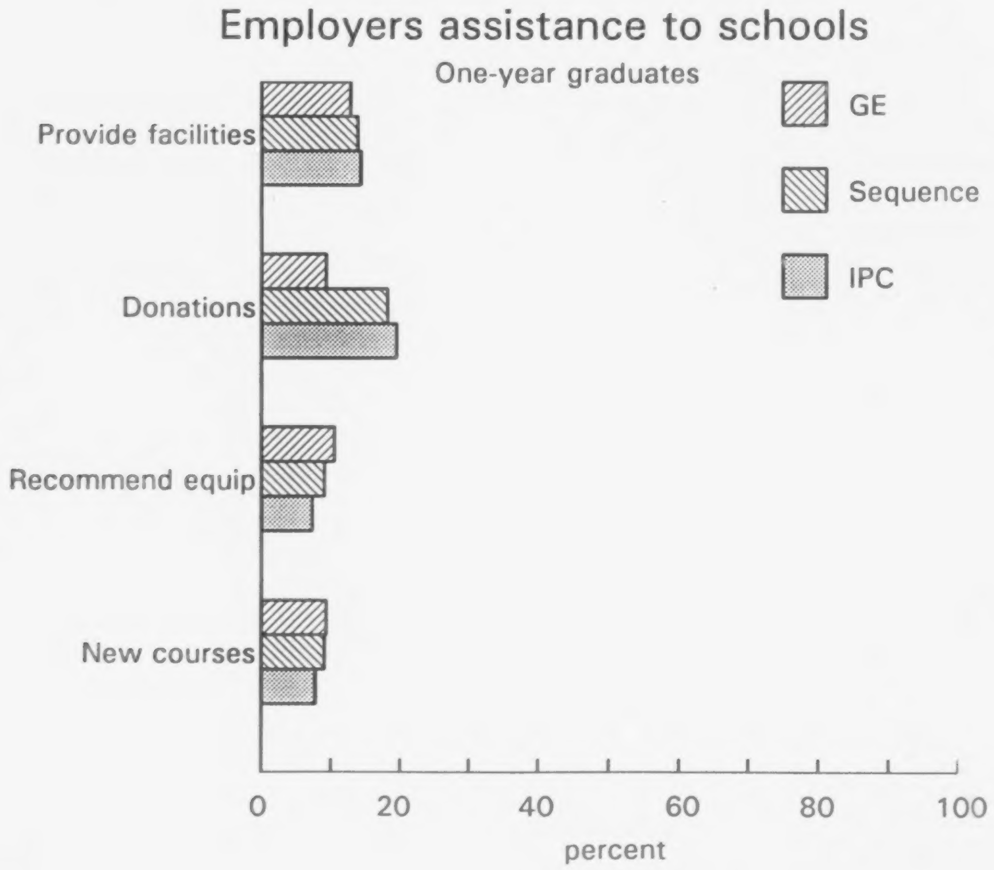
Employer Response	IPC		Sequence	
	N	Mean	N	Mean
Shows consideration and kindness towards others.	98	4.347	184	4.261
Neat, clean, and appropriate appearance	98	4.398	186	4.403
Flexibility to accept change.	98	4.051	183	4.038
Ability to learn new job tasks.	98	4.286	184	4.288



In Which of the following ways does your business work with secondary schools to support education?

Table C1.10

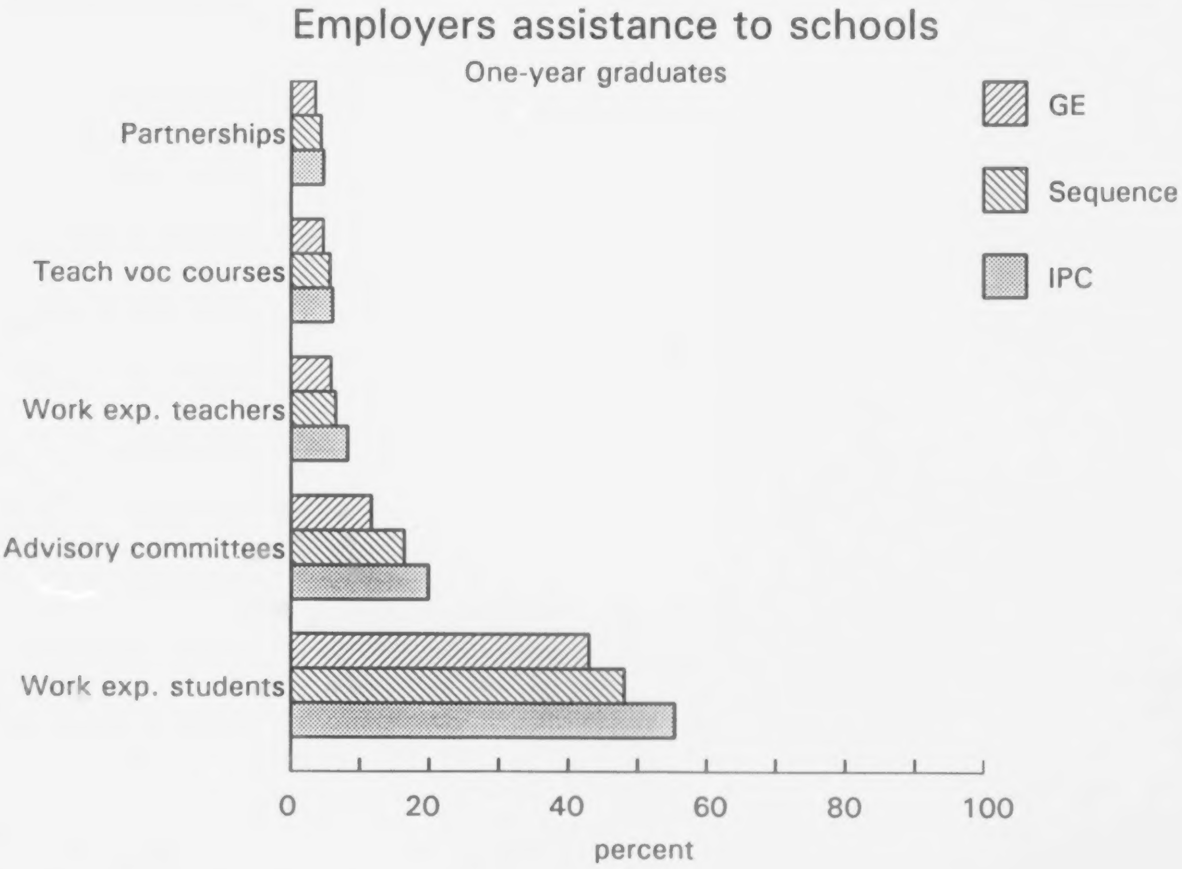
Business Assistance to Schools	Employers Response					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	75	32.5	87	37.7	37	43.0
Suggesting new vocational courses	18	7.8	21	9.1	8	9.3
Recommending equipment and materials to be used.	17	7.4	21	9.1	9	10.5
Providing equipment/materials/ donations	45	19.5	42	18.2	8	9.3
Providing facilities.	33	14.3	32	13.9	11	12.8



In which of the following ways does your business work with secondary schools to support education?

Table C1.11

Business Assistance to Schools	**Employers Response** IPC N	 %	 Sequence N	 %	 GE N	 %
Omit	75	32.5	87	37.7	37	43.0
Providing vocational students with work experience.	128	55.4	111	48.1	37	43.0
Serving on advisory committees. .	46	19.9	38	16.5	10	11.6
Providing teachers with work experience.	19	8.2	15	6.5	5	5.8
Releasing employees to teach vocational courses..	14	6.1	13	5.6	4	4.7
Partnerships.	11	4.8	10	4.3	3	3.5



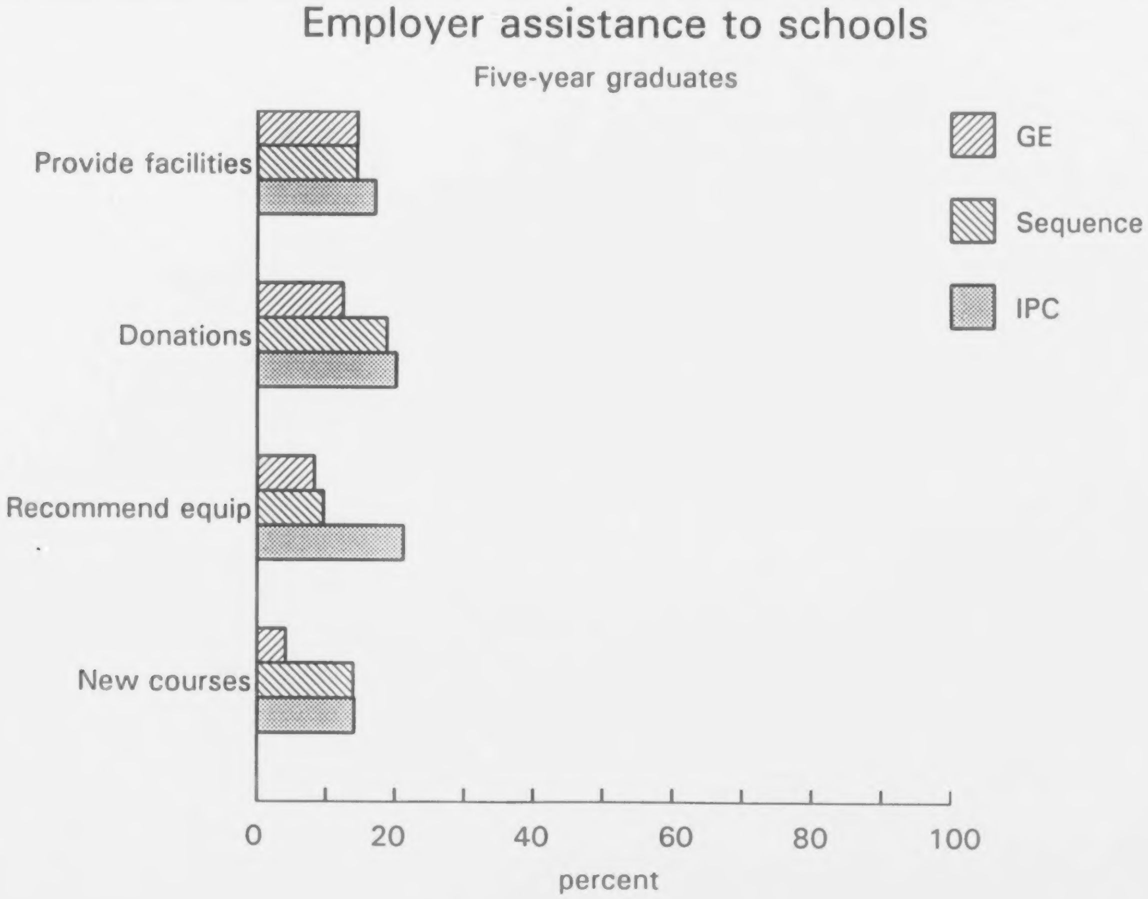
Secondary Vocational Program Evaluation
Annual Composite Report
Cycle 3, Year 4
1990-1991 Evaluation Data

Chart C2
Page C2.8
Employer Five-Year Follow-Up Study

Which of the following ways does your business work with secondary schools to support education?

Table C2.8

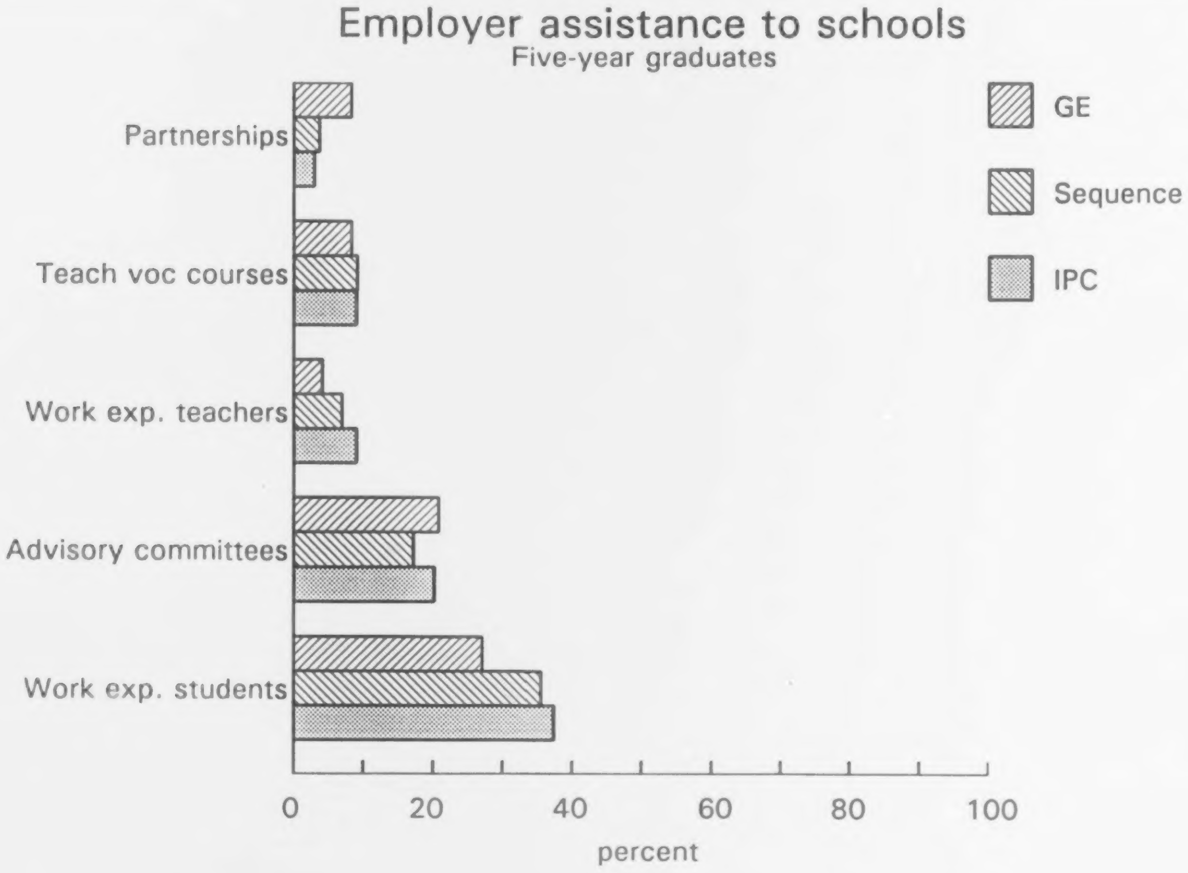
Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	40	40.4	78	41.9	23	47.9
Suggesting new vocational courses	14	14.1	26	14.0	2	4.2
Recommending equipment and materials to be used.	21	21.2	18	9.7	4	8.3
Providing equipment/materials/ donations	20	20.2	35	18.8	6	12.5
Providing facilities.	17	17.2	27	14.5	7	14.6



Which of the following ways does your business work with secondary schools to support education?

Table C2.9

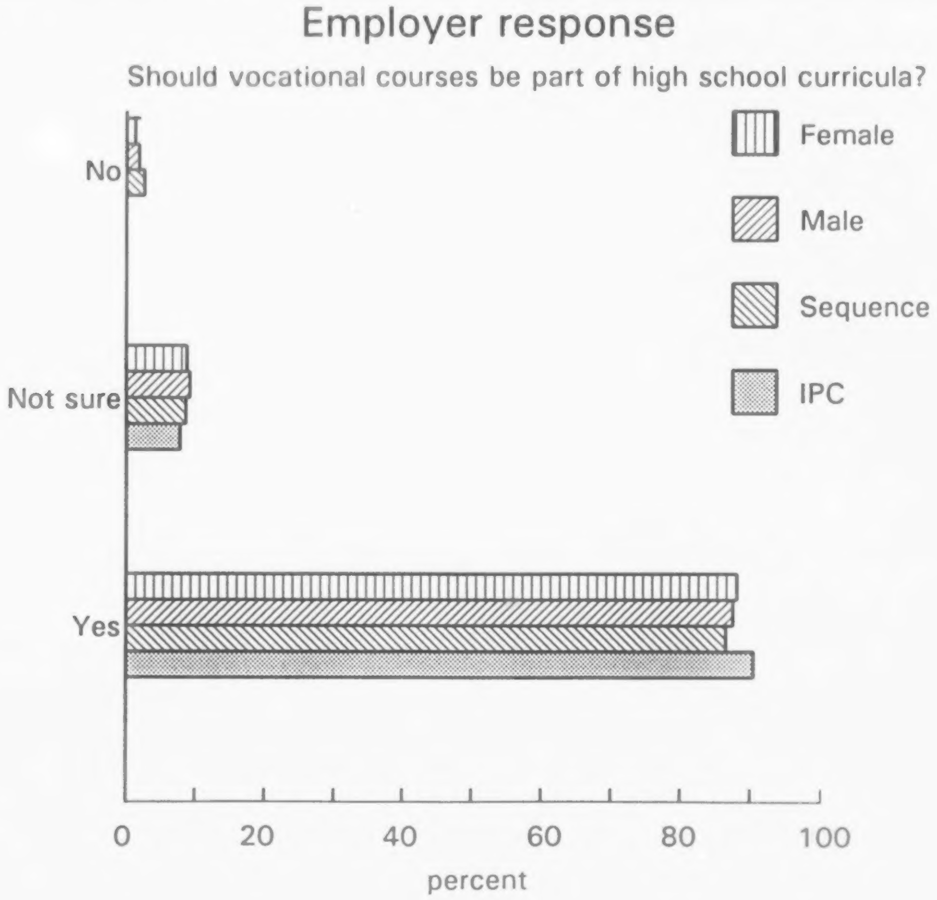
Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	40	40.4	78	41.9	23	47.9
Providing vocational students with work experience.	37	37.4	66	35.5	13	27.1
Serving on advisory committees. .	20	20.2	32	17.2	10	20.8
Providing teachers with work experience.	9	9.1	13	7.0	2	4.2
Releasing employees to teach vocational courses.	9	9.1	17	9.1	4	8.3
Partnerships.	3	3.0	7	3.8	4	8.3



How do employers feel about vocational courses being part of high school curricula?

Table C1.12

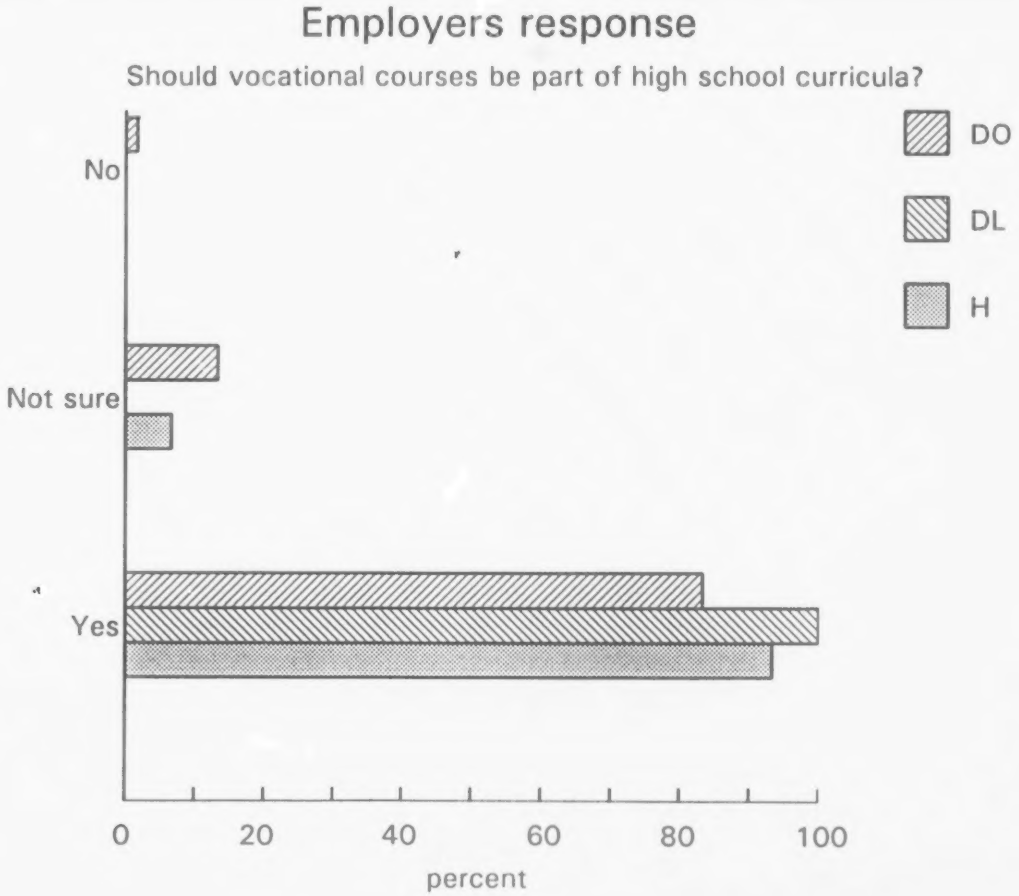
Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	4	1.7	15	2.2	3	1.4	6	1.8
Yes.	209	90.5	200	86.6	190	87.6	291	88.2
Not sure	18	7.8	20	8.7	20	9.2	29	8.8
No	0	0.0	6	2.6	4	1.8	4	1.2



How do employers feel about vocational courses being part of high school curricula?

Table C1.13

Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	**H**		**DL**		**DO**	
	N	**%**	**N**	**%**	**N**	**%**
Omit	0	0.0	0	0.0	1	1.7
Yes.	14	93.3	3	100.0	50	83.3
Not sure	1	6.7	0	0.0	8	13.3
No	0	0.0	0	0.0	1	1.7


Employers response

Should vocational courses be part of high school curricula?

CHAPTER 4

SELECTED FINDINGS OF IN-SCHOOL STUDENTS: HIGH SCHOOL AND MIDDLE/JUNIOR HIGH SCHOOL

This chapter contains tables and graphs about in-school students attitudes about vocational education. Tables depict satisfaction with job training preparation, importance of vocational education, post high school plans and accessibility to vocational courses.

The D1 survey was requested of students in grades 9-12 and was completed by 20,445 students. The D3 survey was an optional survey given to students in grades 6-9 and was completed by 10,422 students. Findings from these surveys are identified below and a complete set of data tables for the D survey can be found in Appendix B.

Major findings of the in-school surveys are:

Respondents

- Of high school students completing the survey, tenth graders were the largest group with almost 31 percent. Ninth grade had 15 percent of the total, eleventh grade almost 28 percent and twelfth grade slightly over 26 percent of the total responding. (Table D1.1)

High School Users of Vocational Education

- More twelfth grade vocational students have taken courses in business education and technology education programs than any other vocational program. (Table D1.2)
- Almost 42 percent of male high school students have taken technology education courses and 31 percent have taken business education courses. Almost 43 percent of female high school students have taken business education courses and 38 percent of family and consumer education courses. (Table D1.3)

Post-High School Plans

- Over 61 percent of female and almost 50 percent of male students are planning to attend a university program following high school graduation. (Table D1.4)
- Forty percent of vocational students plan to attend a postsecondary school following graduation, while almost 39 percent plan to work and attend school. (Table D1.5)

High School Student Satisfaction

- Over 70 percent of current vocational students are satisfied and very satisfied with their job training preparation. In contrast, 25 percent were unsatisfied and very unsatisfied. (Table D1.6)

High School Accessibility

- Both vocational and academic students stated the major reason that they could not take a vocational course this year was because of required courses. A second reason was that vocational courses related to their career interest were not available. (Table D1.7 and D1.8)

Middle School Users of Vocational Education

- Thirty-seven percent of the total middle/junior high school population responding were eighth graders. (Table D3.1)
- Male middle school students most often selected technology education courses. Female middle school students most often selected family and consumer education courses. (Table D3.2)

Middle School Accessibility

- Over 58 percent of middle school students are able to fit a beginning level course in one of the vocational areas into their schedule.. In contrast, 12.9 percent female and 16.8 percent male students are never able to fit a beginning level course in one of the vocational areas into their class schedule. (Table D3.3)
- Over half of the special needs students are able to fit a beginning level course in one of the vocational areas into their class schedule. (Table D3.4)

Practical Applications

- Over half of the math, science and English teachers do show how their subjects can be used in a variety of jobs. (Table D3.5)

Career Planning

- Over 70 percent of middle school students will plan their high school classes based upon their interests. (Table D3.6)
- Fifty-seven percent of disadvantaged - limited English proficient (DL) will plan their high school classes based upon what they need to get a good job. (Table D3.7)

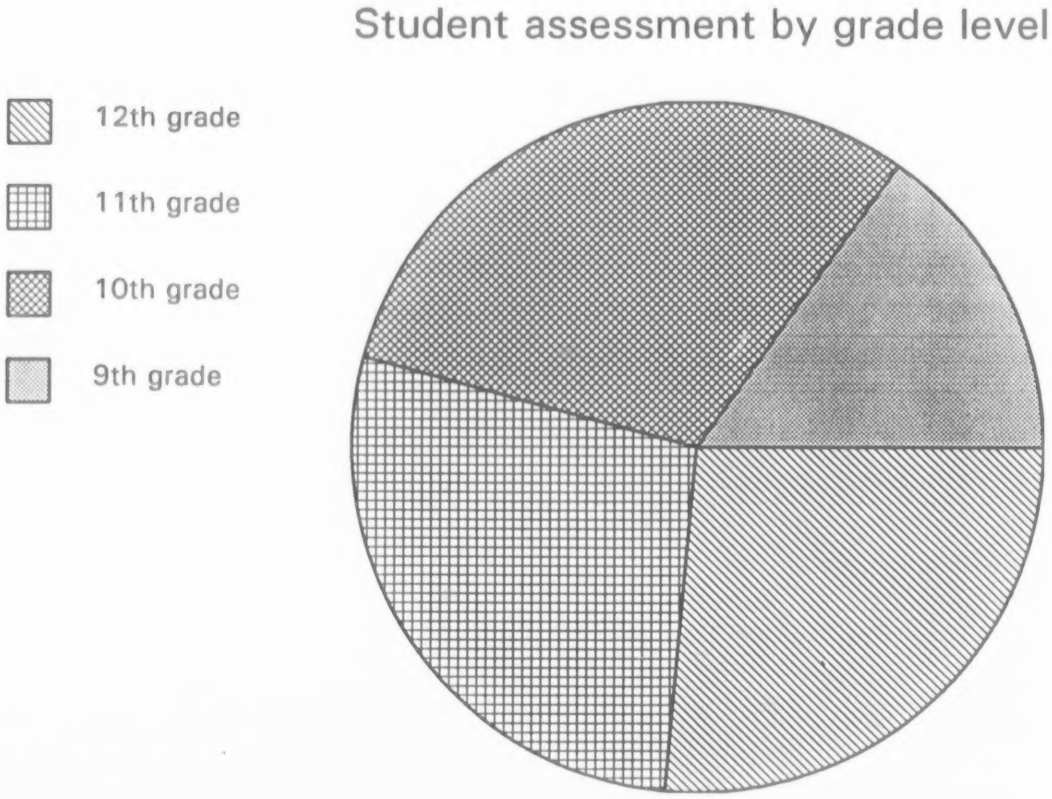
Post-High School Plans by Vocational Program Areas

- Figure 3 found on page 92, reflects twelfth grade vocational students' post-high school plans. Over 37 percent plan on working and attending school. Almost 24 percent plan on just going to school.

Student assessment by grade level

Table D1.1

"What is you current grade level?"	Total N	%
Omit	22	0.1
9th grade.	3085	15.1
10th grade	6270	30.7
11th grade	5670	27.7
12th grade	5398	26.4



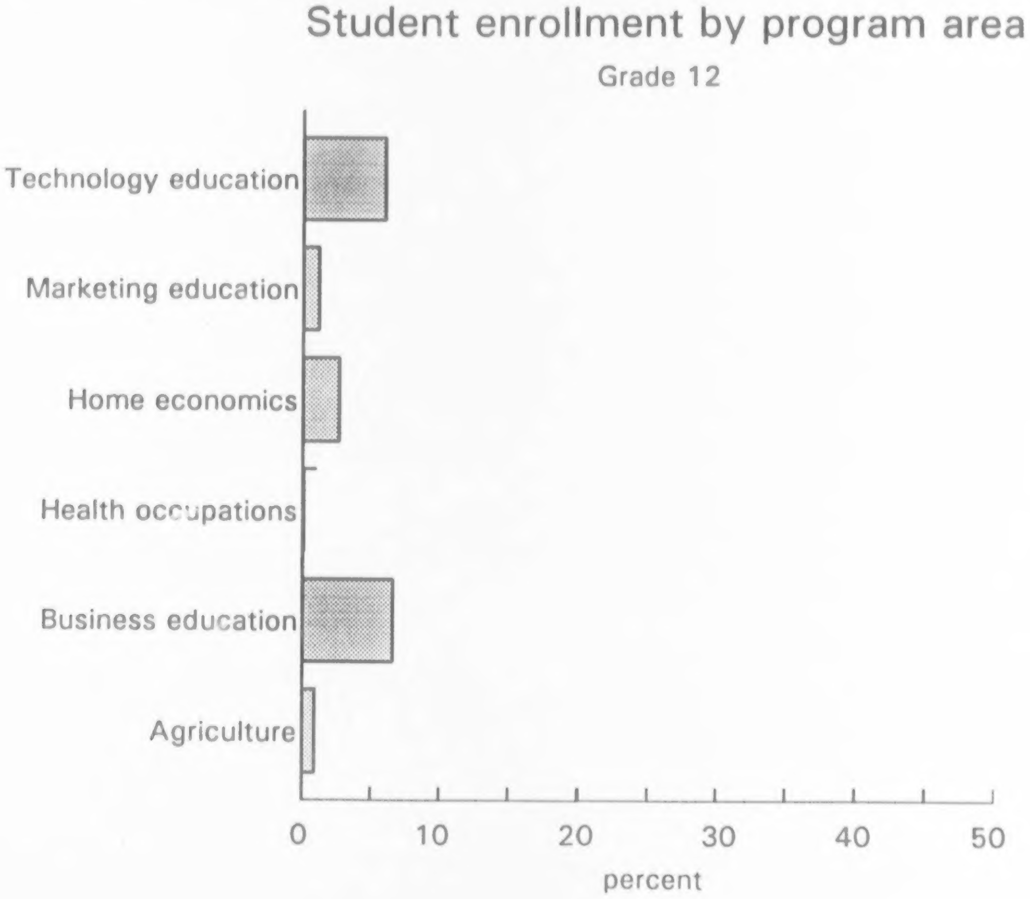
Total school population

Chart D1
Page D1.2
Student Questionnaire

Student enrollment by vocational program area (12th grade only).

Table D1.2

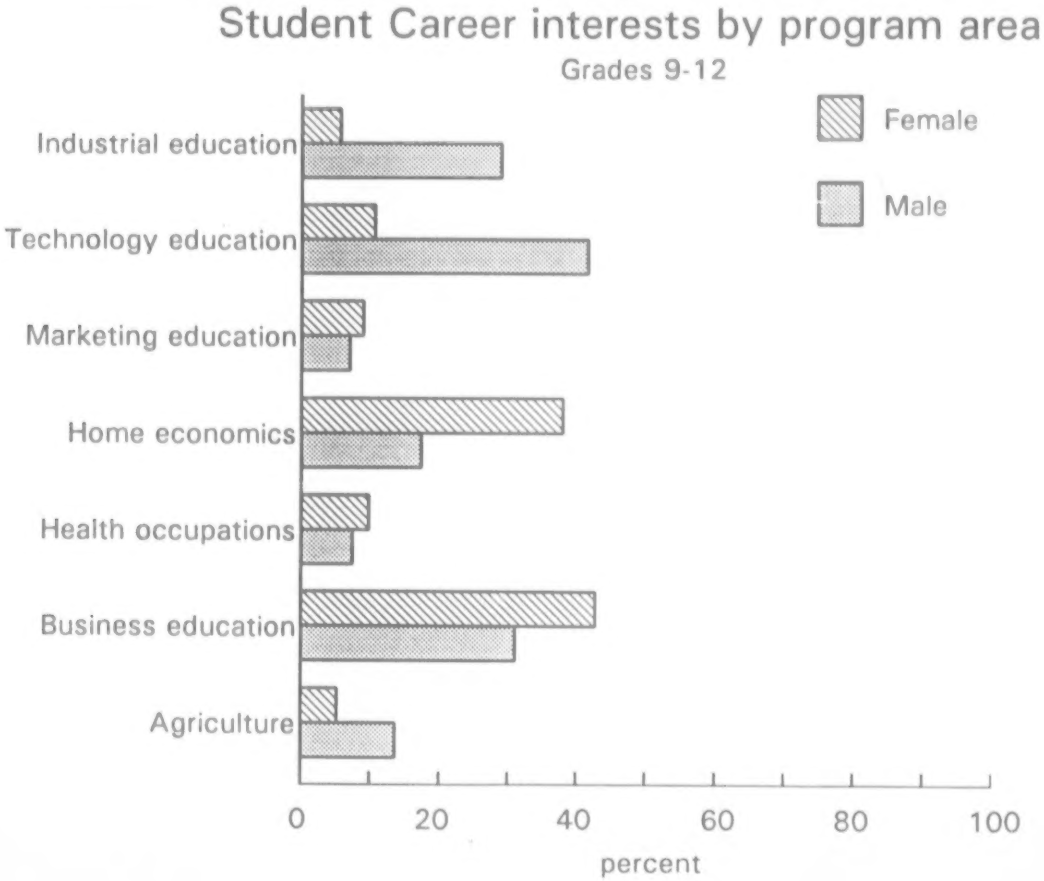
"I have taken courses in the following vocational programs"	Total N	Total %
Omit	16870	82.5
Agriculture	188	0.9
Business Education.	1356	6.6
Health Occupations.	17	0.1
Family and Consumer Education	544	2.7
Marketing Education	237	1.2
Technology Education	1234	6.0



Student career interest by males and females (grades 9-12).

Table D1.3

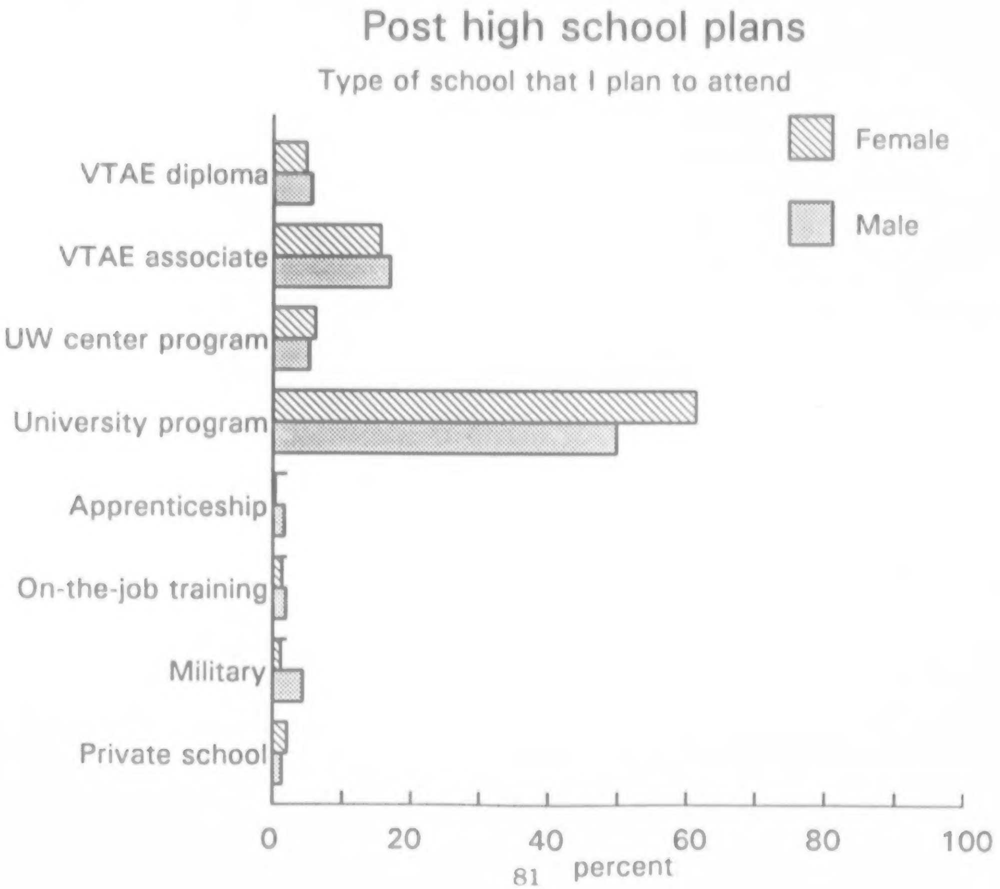
"I have taken courses in the following vocational programs"	Student Response Male N	%	Female N	%
Omit	227	2.1	231	2.3
Agriculture	1446	13.7	516	5.2
Business Education.	3281	31.1	4234	42.9
Health Occupations.	789	7.5	970	9.8
Family and Consumer Education	1837	17.4	3761	38.1
Marketing Education	746	7.1	886	9.0
Technology Education	4410	41.8	1057	10.7
Industrial Education.	3065	29.0	558	5.6



What are your current students post high school plans?

Table D1.4

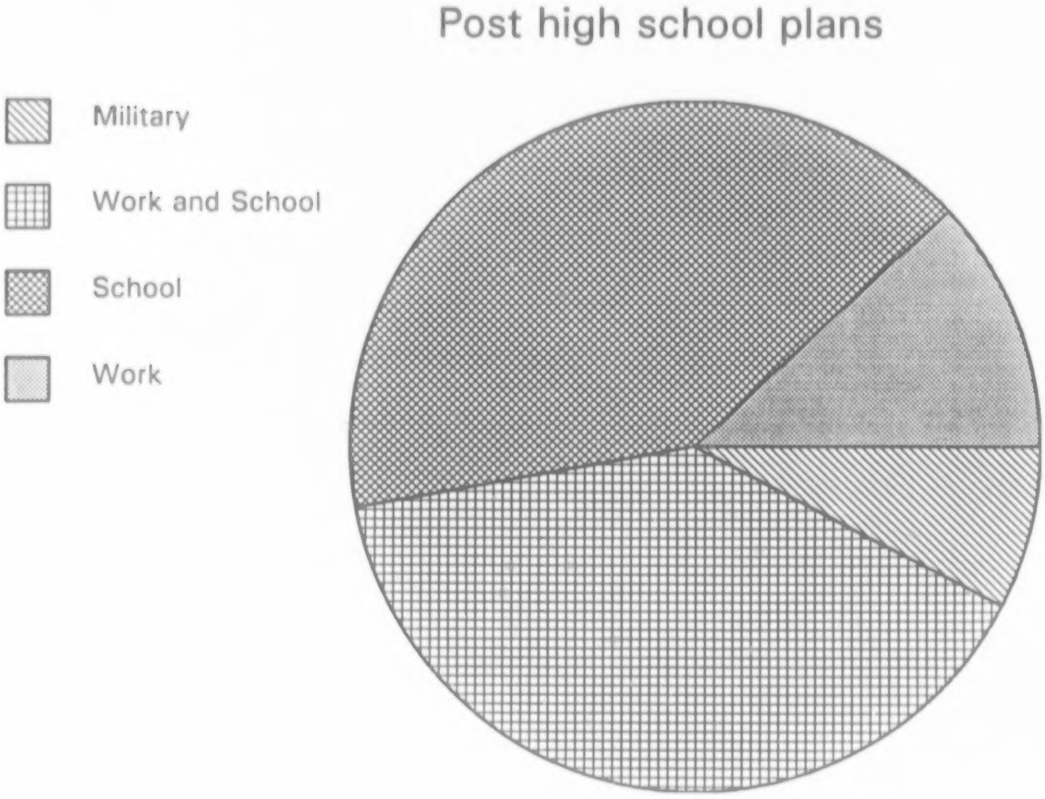
"What type of school are you planning to attend following high school graduation?"	Student Response			
	Male		Female	
	N	%	N	%
Omit	1754	16.6	909	9.2
private school	142	1.3	208	2.1
military	458	4.3	118	1.2
on-the-job training	200	1.9	134	1.4
apprenticeship	177	1.7	36	0.4
university program	5268	49.9	6074	61.5
UW-Center program	550	5.2	598	6.1
VTAE Associate	1789	16.9	1530	15.5
VTAE diploma	585	5.5	469	4.7



Students post high school plans (vocational only).

Table D1.5

"After graduating from high school, I plan to"	Total N	%
Omit	248	2.3
Go to work	1236	11.6
Go on to school	4269	40.2
Work and attend school	4112	38.7
Go into the military	795	7.5
Other	43	0.4



Total vocational population

Chart D1
Page D1.6
Student Questionnaire

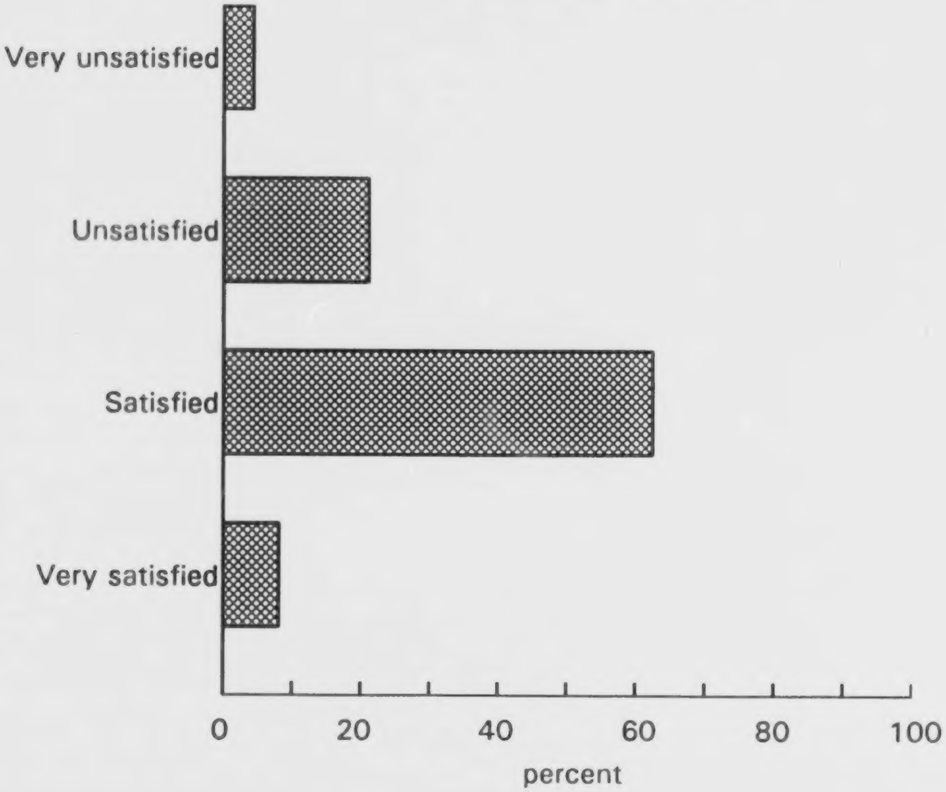
Are current vocational students satisfied with their job training preparation?

Table D1.6

"This is how I feel about the job training preparation I am receiving at this present time."	Total Vocational Student Response N	%
Omit	400	3.8
I am very satisfied.	860	8.1
I am satisfied	6654	62.6
I am unsatisfied	2252	21.2
I am very unsatisfied.	464	4.4

Student satisfaction with job training preparation

Vocational student response

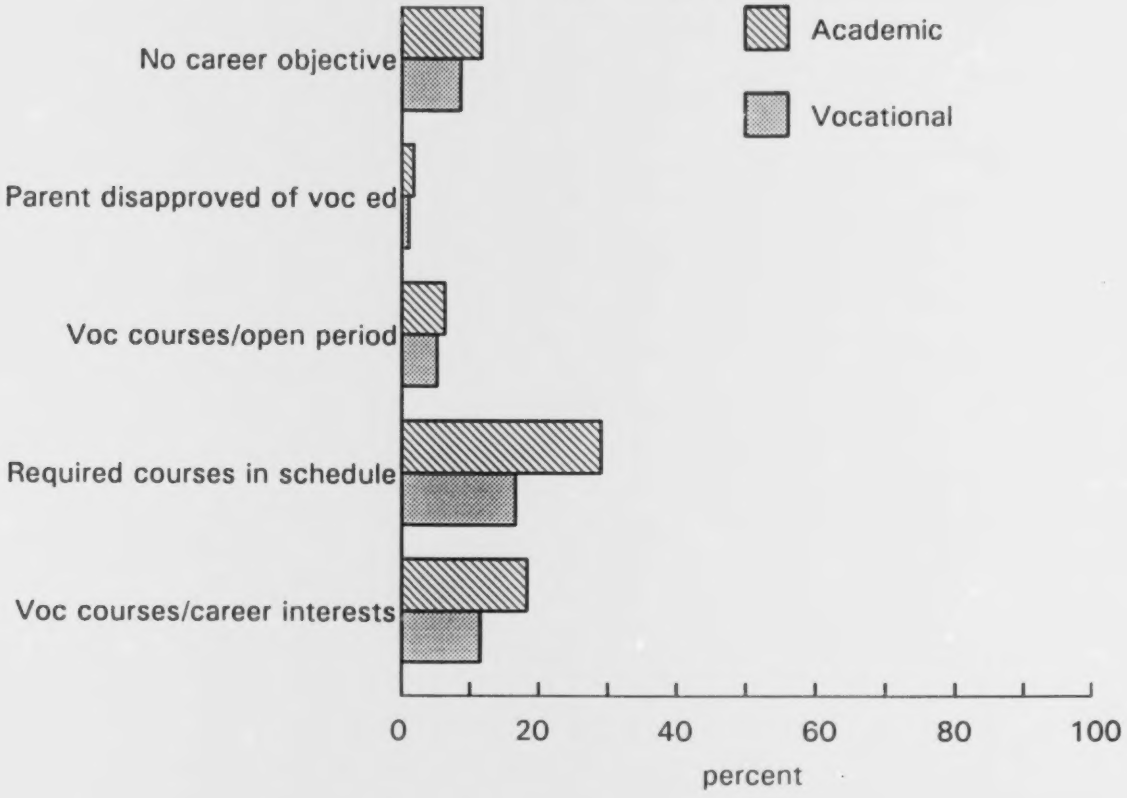


If you did not take a vocational course this year, what was the reason?

Table D1.7

	Student Response			
	Vocational		Academic	
	N	%	N	%
Omit	6901	64.9	3890	40.2
Vocational courses related to my career interests were not available.	1227	11.5	1769	18.3
Could not fit into my schedule because of required courses	1773	16.7	2813	29.1
Vocational courses were not available when I had an open period in my schedule	558	5.2	622	6.4
My parents did not want me to take any vocational courses.	117	1.1	179	1.9
I am not sure what I want to do after high school. Thus, I did not take vocational courses	932	8.8	1132	11.7

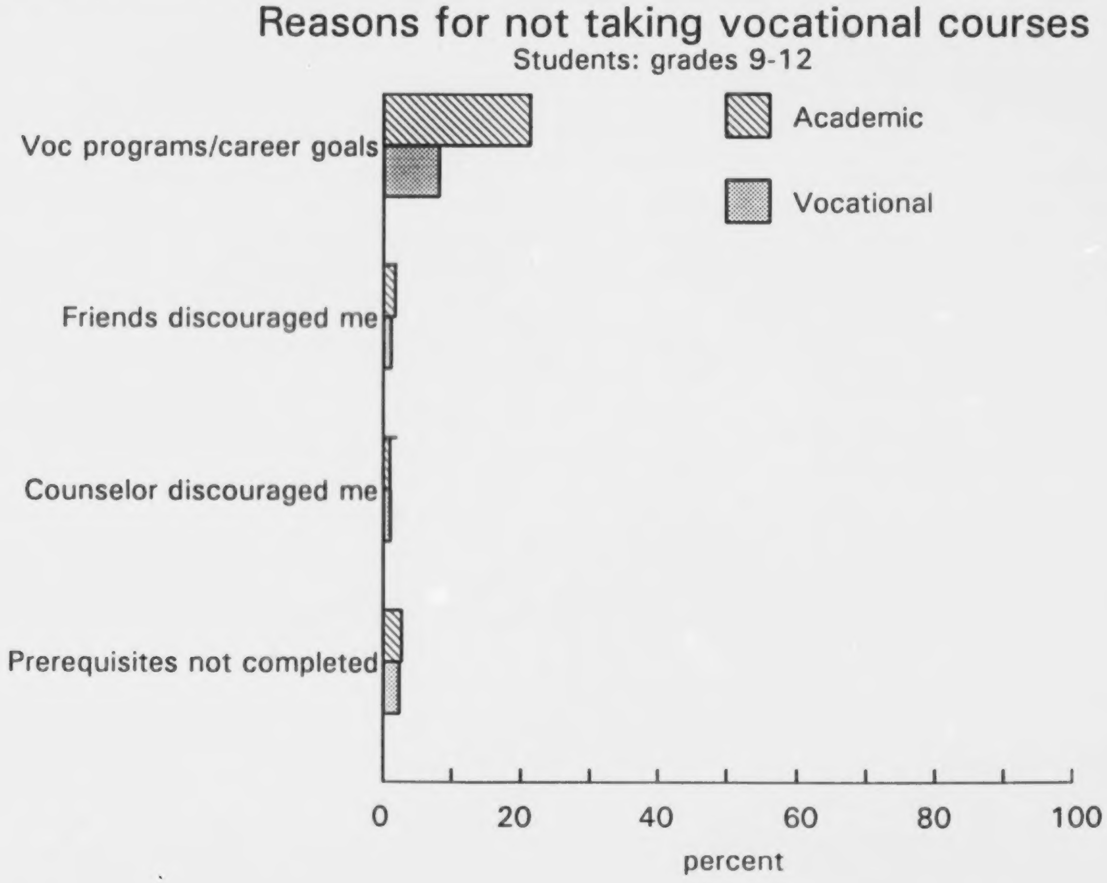
Reasons for not taking vocational courses
Students: grades 9-12



If you did not take a vocational course this year, what was the reason?

Table D1.8

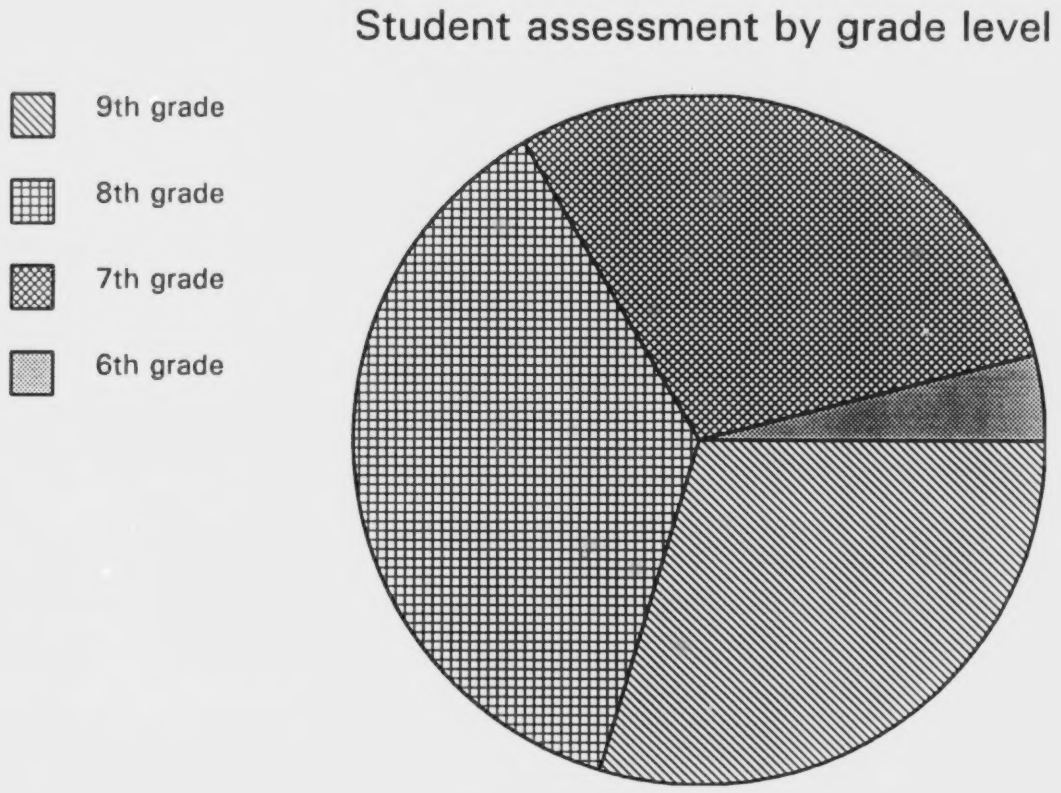
	Student Response			
	Vocational		Academic	
	N	%	N	%
Omit	6901	64.9	3890	40.2
I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed	257	2.4	269	2.8
My counselor discouraged me from enrolling. . .	113	1.1	100	1.0
My friends discouraged me from enrolling. . . .	125	1.2	169	1.7
The vocational programs(Agriculture, Home Economics, Business Education, Marketing Education, Technology Education) did not meet my career goals and future plans (i.e. college)	867	8.2	2061	21.3



Student assessment by grade level

Table D3.1

What is your current grade level?	Total N	Total %	Male N	Male %	Female N	Female %
Omit	9	0.1	3	0.1	6	0.1
6th grade.	420	4.0	216	4.0	204	4.1
7th grade.	3067	29.4	1602	29.6	1464	29.2
8th grade.	3845	36.9	1929	35.7	1915	38.2
9th grade.	3081	29.6	1656	30.6	1423	28.4



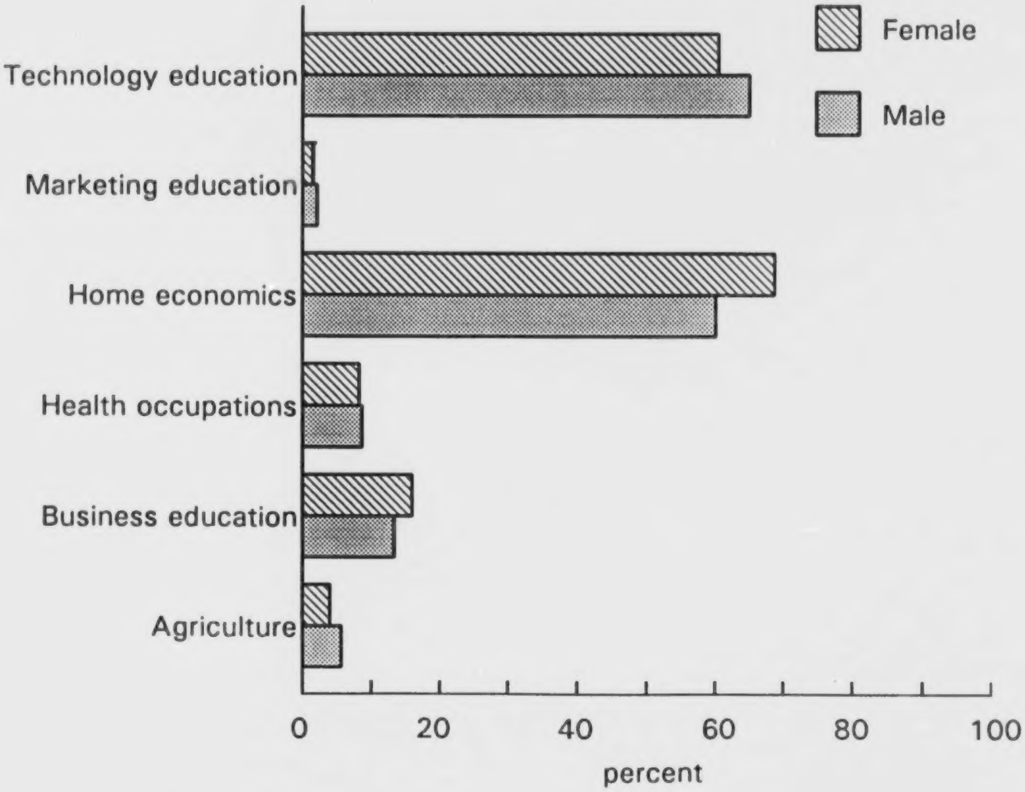
Total middle/junior high school population

Student enrollment by program area

Table D3.2

"I have taken courses in the following vocational programs"	Student Response			
	Male		Female	
	N	%	N	%
Omit	61	1.1	44	0.9
Agriculture	306	5.7	199	4.0
Business Education	724	13.4	802	16.0
Health Occupations	469	8.7	415	8.3
Family and Consumer Education	3255	60.2	3455	68.9
Marketing Education	115	2.1	77	1.5
Technology Education	3527	65.2	3042	60.7
None of the above	908	16.8	826	16.5

Student enrollment by program area
Grades 6-9



Are you able to fit vocational courses into your class schedule?

Table D3.3

"Are you able to fit vocational courses into your class schedule?"	**Student Response**			
	Male		**Female**	
	N	**%**	**N**	**%**
Omit	90	1.7	80	1.6
Yes, most of the time	1395	25.8	1273	25.4
Yes, Some of the time	1776	32.9	1824	36.4
Seldom.	1238	22.9	1188	23.7
Never	907	16.8	647	12.9

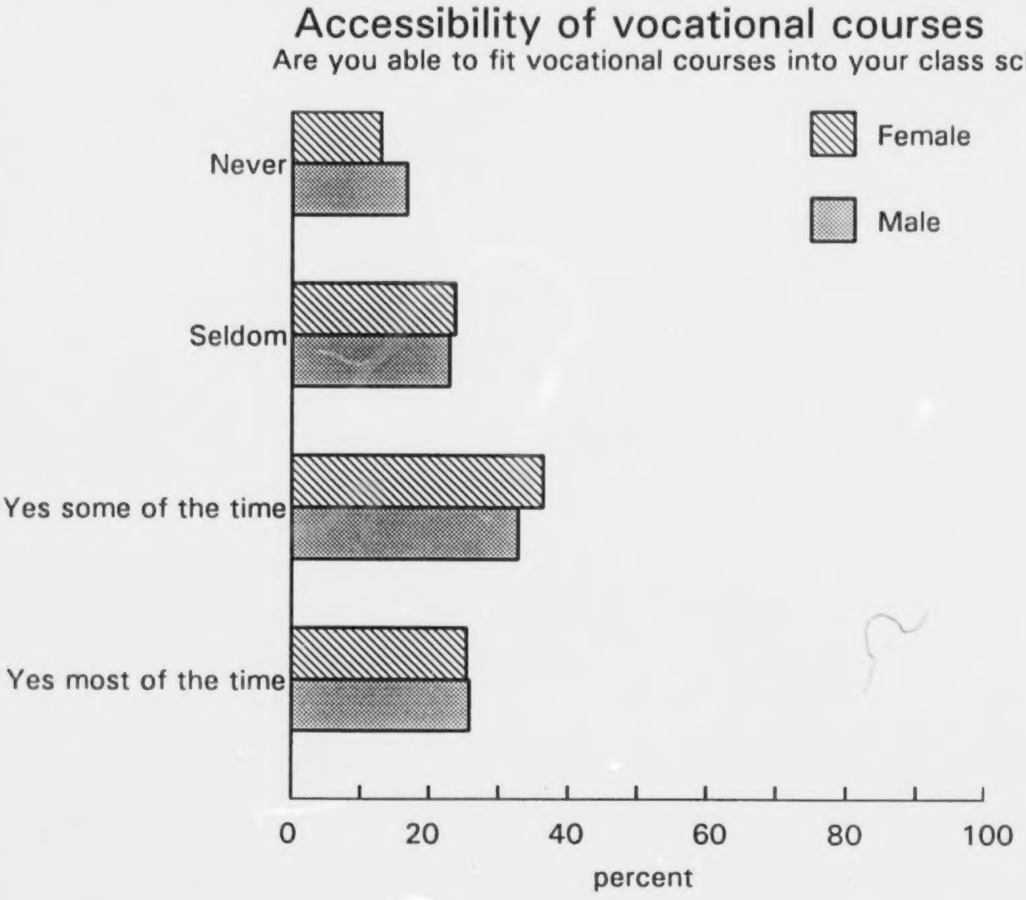


Chart D3
Page D3.4
Middle/Junior High School Student Questionnaire

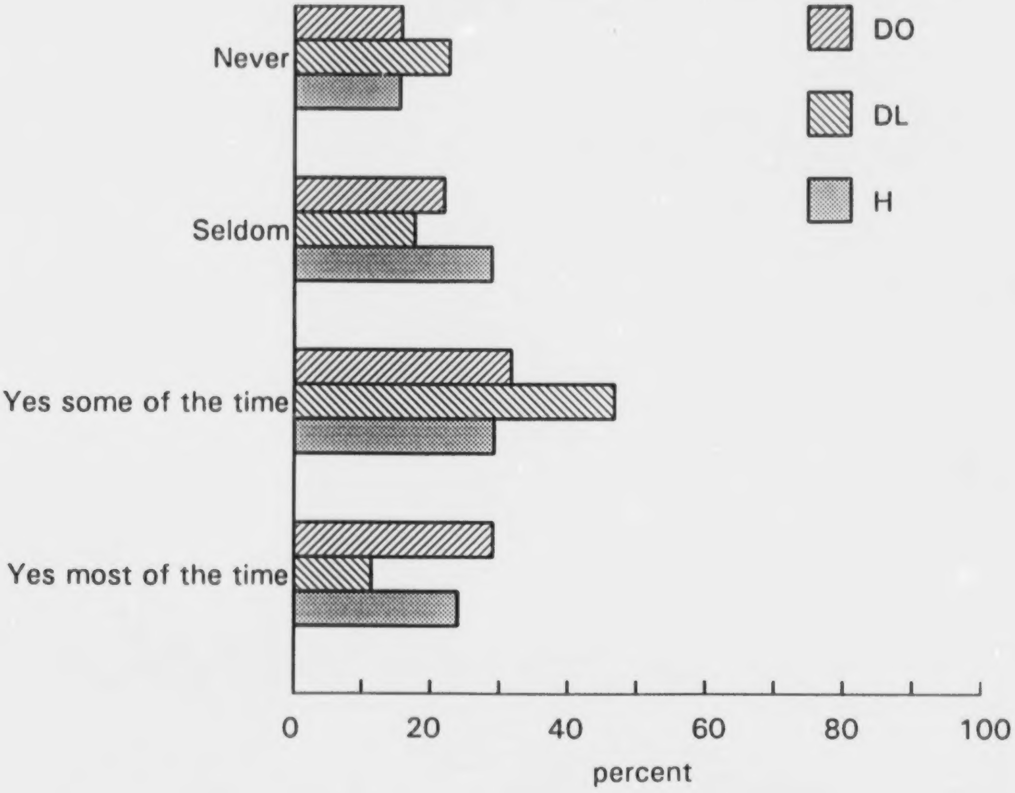
Are you able to fit vocational courses into your class schedule?

Table D3.4

"Are you able to fit vocational courses into your class schedule?"	Student Response					
	H		DL		DO	
	N	%	N	%	N	%
Omit	6	2.3	1	1.3	7	1.3
Yes, most of the time	63	24.0	9	11.4	156	29.1
Yes, some of the time	77	29.3	37	46.8	170	31.7
Seldom.	76	28.9	14	17.7	118	22.0
Never	41	15.6	18	22.8	85	15.9

Accessibility of vocational courses

Are you able to fit vocational courses into your class schedule?



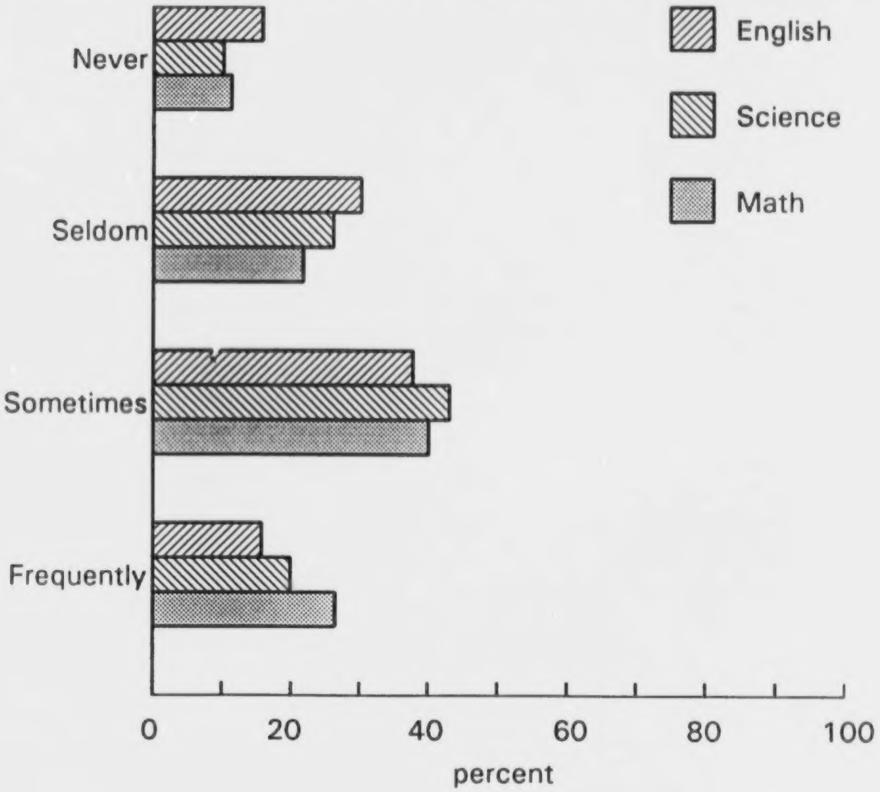
Do academic teachers show how math, science, and English can be used on-the-job?

Table D3.5

"Do math, science, and English teachers show how those subjects can be used in a variety jobs?"	Middle/Junior High School Student Response					
	Math		Science		English	
	N	%	N	%	N	%
Omit	40	0.4	58	0.6	37	0.4
frequently.	2757	26.5	2073	19.9	1643	15.8
sometimes	4183	40.1	4502	43.2	3946	37.9
seldom.	2263	21.7	2728	26.2	3151	30.2
never	1179	11.3	1061	10.2	1645	15.8

Practical applications shown by academic teachers

Use of math, science, and English as shown by academic teachers



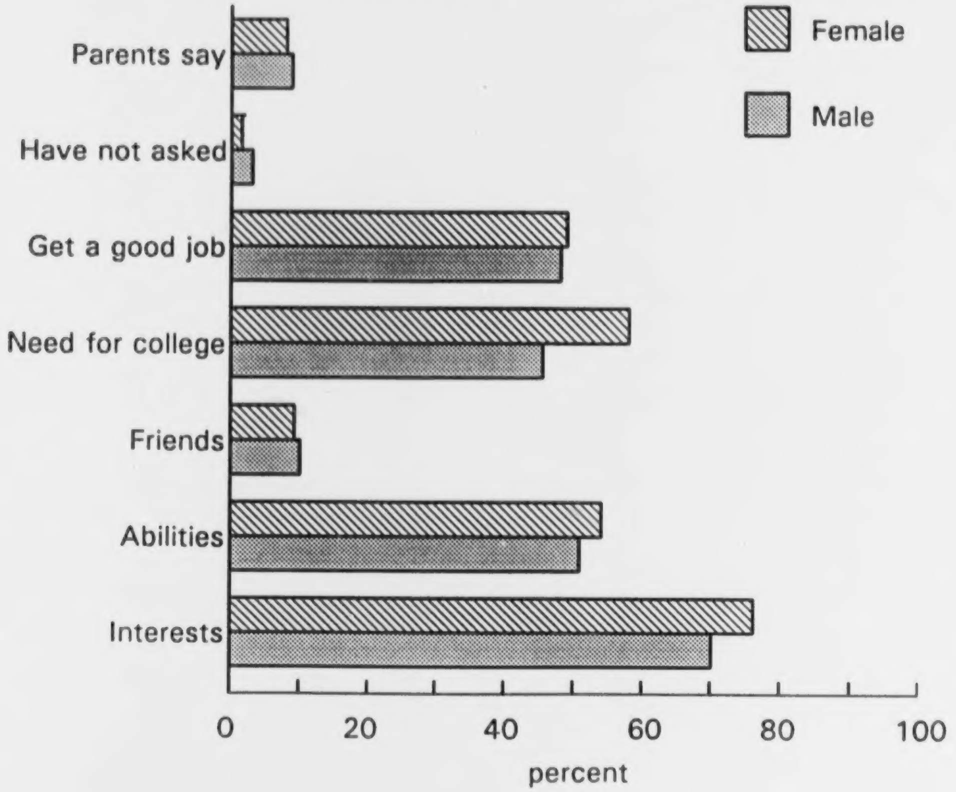
Middle/junior high school students plan their high school classes

Table D3.6

"I plan my high school classes based on"	Student Response			
	Male		Female	
	N	%	N	%
Omit	119	2.2	63	1.3
my interests.	3793	70.2	3821	76.2
my abilities.	2751	50.9	2709	54.1
what my friends are taking.	543	10.0	465	9.3
what I need for college	2466	45.6	2911	58.1
what I need to get a good job	2603	48.2	2458	49.0
have not asked anyone	165	3.1	74	1.5
what my parents say	478	8.8	401	8.0

How are high school classes chosen?

Basis for career planning of middle/junior high school students



Middle/junior high school students plan their high school classes

Table D3.7

"I plan my high school classes based on"	Student Response					
	H		DL		DO	
	N	%	N	%	N	%
Omit	20	7.6	3	3.8	17	3.2
my interests.	143	54.4	38	48.1	353	65.9
my abilities.	116	44.1	27	34.2	261	48.7
what my friends are taking. . .	26	9.9	13	16.5	54	10.1
what I need for college	78	29.7	30	38.0	196	36.6
what I need to get a good job .	107	40.7	45	57.0	252	47.0
have not asked anyone	9	3.4	0	0.0	17	3.2
what my parents say	30	11.4	16	20.3	48	9.0

How are high school classes chosen?

Basis for career planning of middle/junior high school students

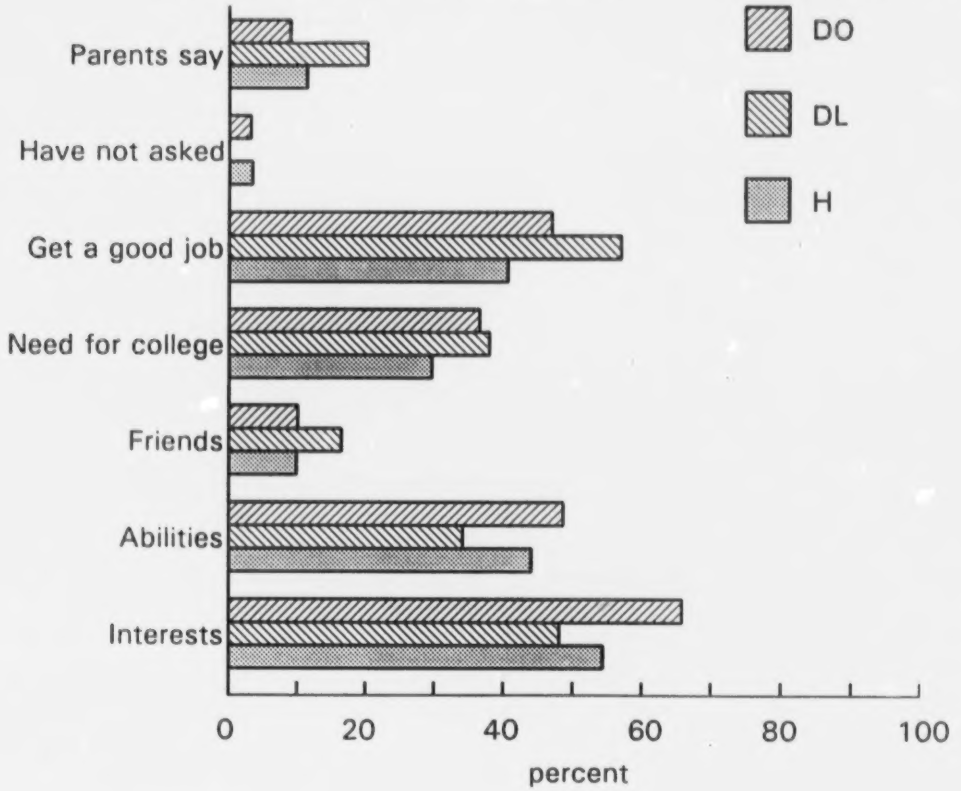
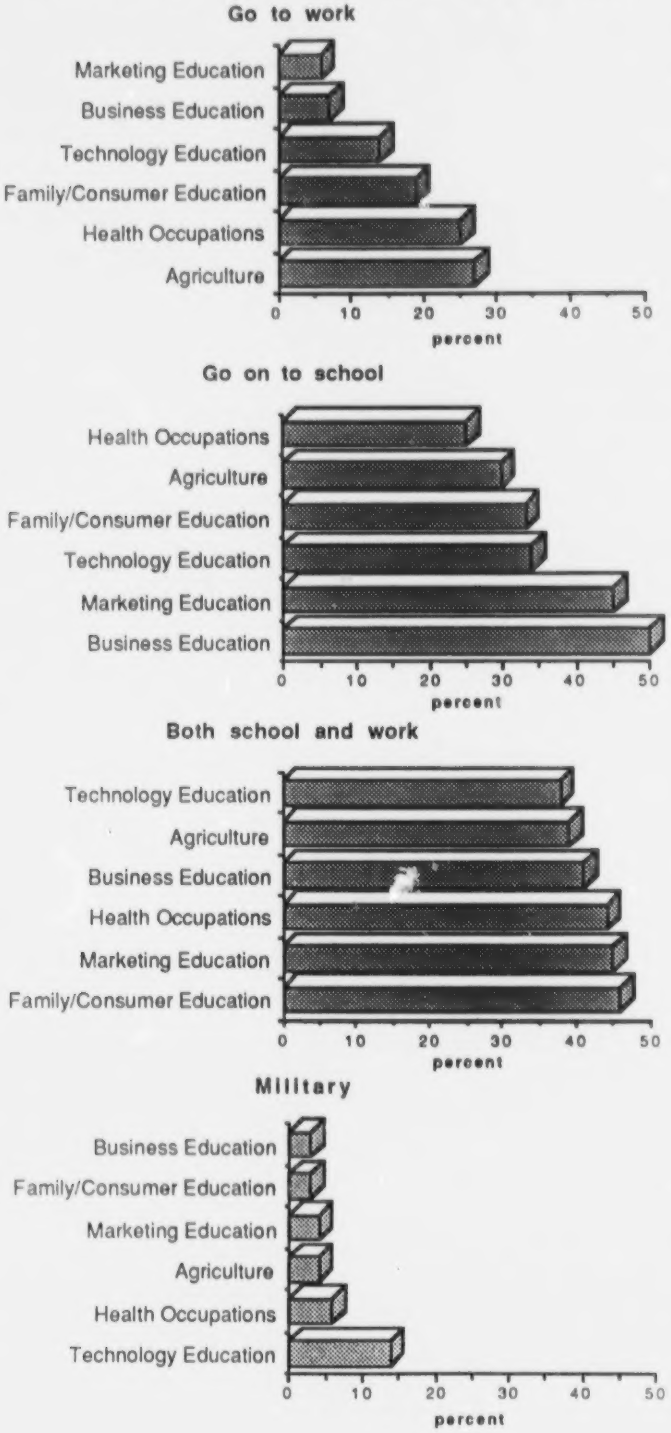


Figure 3

STUDENTS' POST-HIGH SCHOOL PLANS



CHAPTER 5

SELECTED FINDINGS OF STAFF

This chapter contains tables and graphs comparing vocational and nonvocational staff members' perceptions of vocational education. The E1 survey was a required form for vocational instructors, special needs staff, counseling personnel and administration. This survey was completed by 782 staff members. The E2 survey was an optional form used to survey nonvocational staff and was completed by 758 staff members. A complete set of data tables for the E surveys can be found in Appendix B.

Major findings of the staff survey are:

Awareness

- Almost 79 percent of vocational staff and 46 percent of nonvocational staff are aware of a written vocational education philosophy. (Table E12.2)
- Sixty percent of vocational staff and 22 percent of nonvocational staff feel vocational goals and objectives are achievable in light of available philosophy. (Table E12.3)
- Sixty percent of vocational staff and 32 percent of nonvocational staff felt progress has been made on implementing recommendations from the previous evaluation. (Table E12.4)
- Two-fifths of vocational staff and one-fifth of nonvocational staff feel follow-up studies are used to provide feedback for program improvement. (Table E12.5)

Assessment

- Over 73 percent of vocational and nonvocational staff assess student needs, interests and abilities. (Table E12.6)
- More than half of the vocational staff assess local district problems and coordination of program needs. (Table E12.7)

Equity

- Staff most often revise/update curriculum and then change course titles to prevent bias or discrimination. (Table E12.8 and E12.9)
- Over forty-nine percent of vocational staff are aware of a written district equity plan in contrast to 27 percent of nonvocational staff. (Table E12.10)

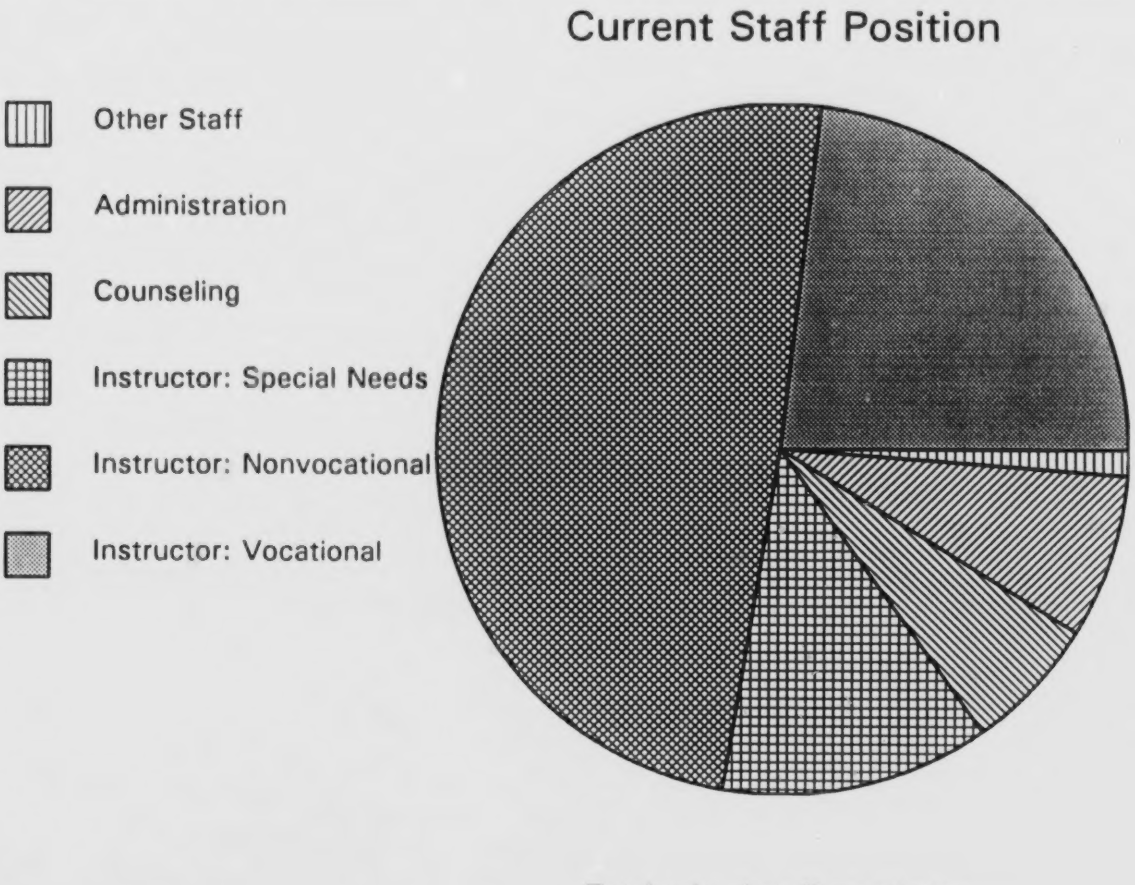
Professional Development

- During the last two years, all staff most often attend inservices on how to better serve disadvantaged and handicapped learners. (Table E12.11)
- Over 83 percent of all staff attend conferences and conventions to improve professional competencies and expand staff knowledge of their individual discipline. (Table E12.12)
- As a result of attending conferences and conventions, staff learn new developments in their respective disciplines. (Table E12.13)

What is your current position?

Table E12.1

Primary Staff Position	**Total** N	%
Omit	0	0.0
Instructor: Vocational	356	45.5
Instructor: Nonvocational	758	100.0
Instructor: Special Needs	193	24.7
Counseling/Student Services	97	12.4
Adminstration/Coordination	117	15.0
Other	19	2.4



Total school staff population

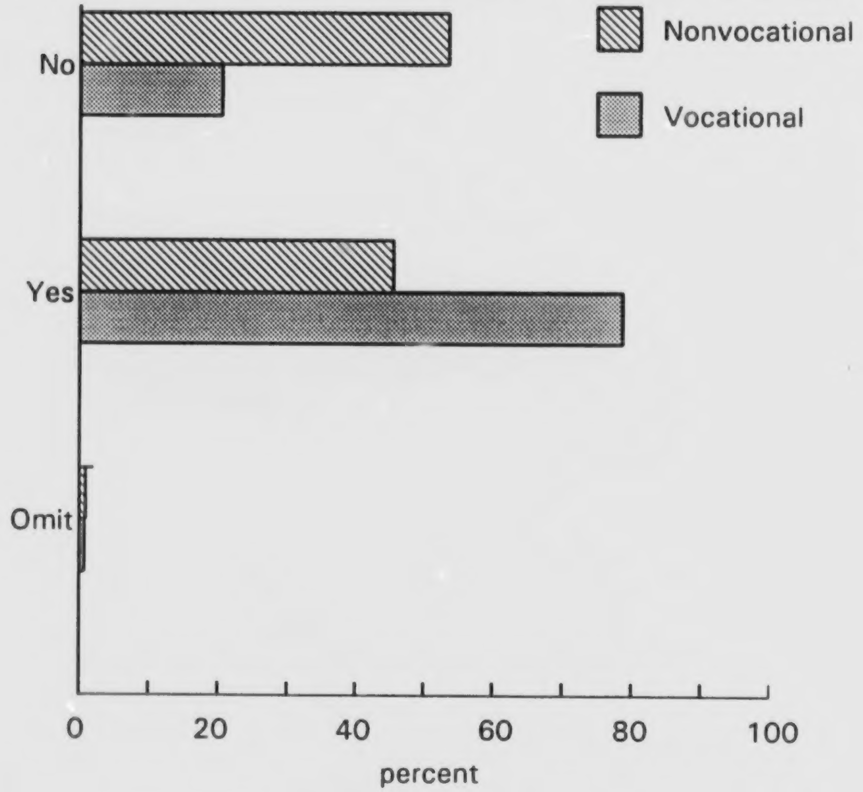
Does a philosophy of vocational education exist?

Table E12.2

"Are you aware of a written philosophy of vocational education for your district?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	6	0.8	7	0.9
Yes	616	78.8	345	45.5
No	160	20.5	406	53.6

Staff Response

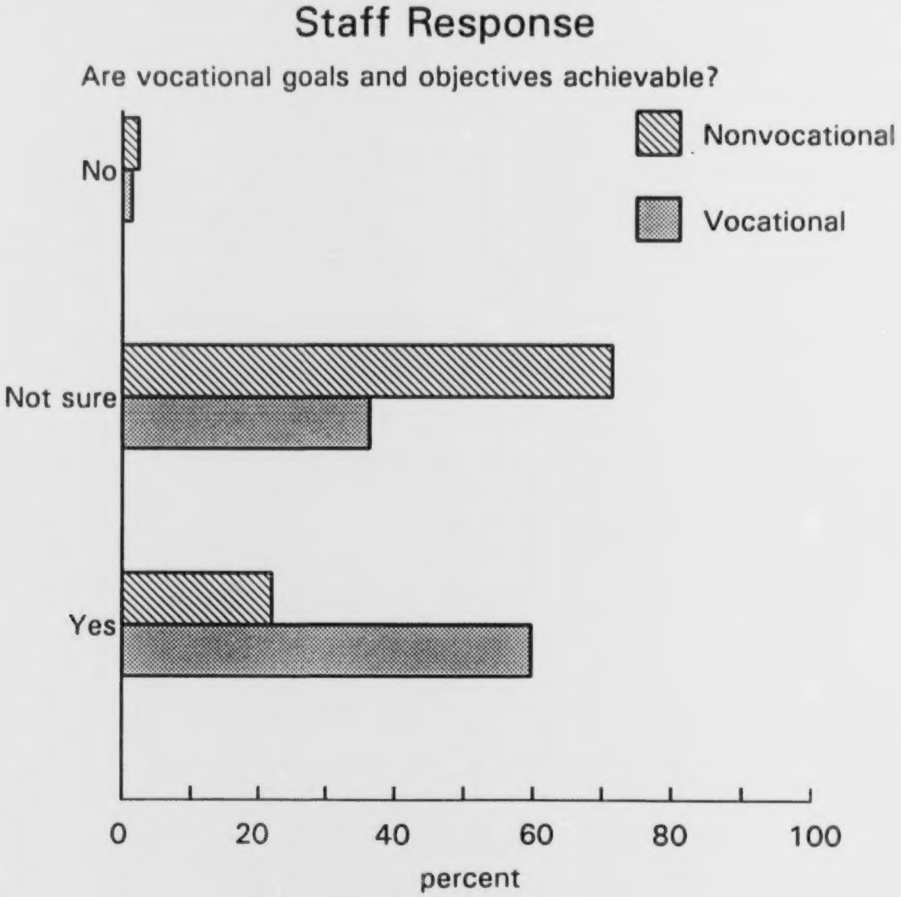
Are you aware of a written philosophy of vocational education?



Are vocational goals and objectives achievable?

Table E12.3

"Do you feel that vocational goals and objectives are achievable in light of available philosophy?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	19	2.4	32	4.2
Yes	467	59.7	166	21.9
Not sure	285	36.4	542	71.5
No	11	1.4	18	2.4



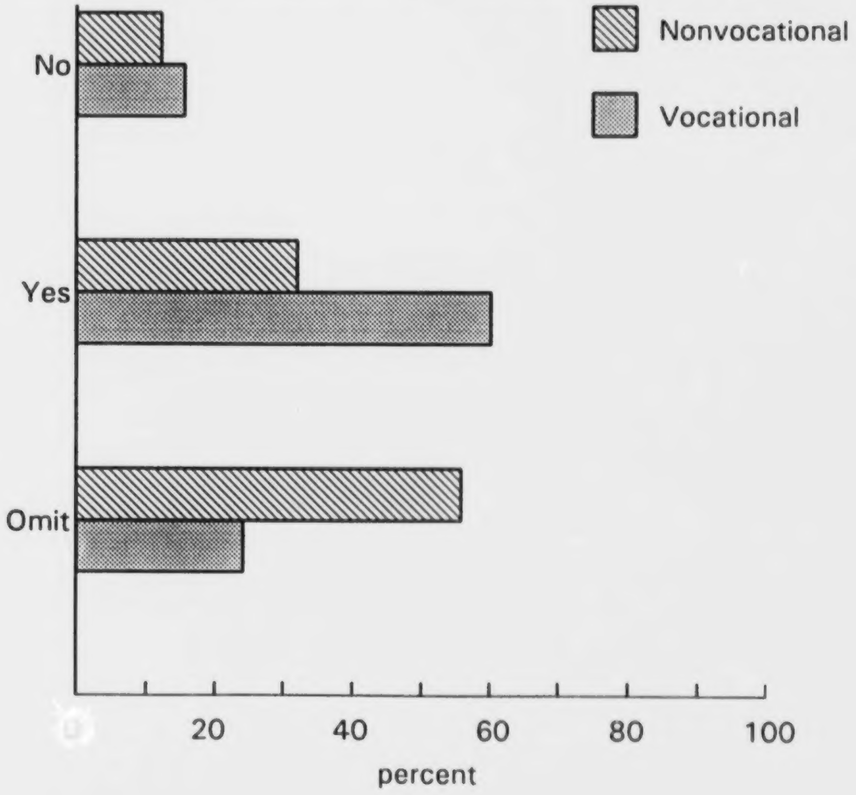
How does program evaluation fit into the total vocational program?

Table E12.4

"I feel progress has been made on implementing recommendations from the previous evaluation."	**Vocational N**	**Vocational %**	**Nonvocational N**	**Nonvocational %**
Omit	189	24.2	423	55.8
Yes	471	60.2	243	32.1
No.	122	15.6	92	12.1

Staff Response

How does program evaluation fit into the total vocational program?



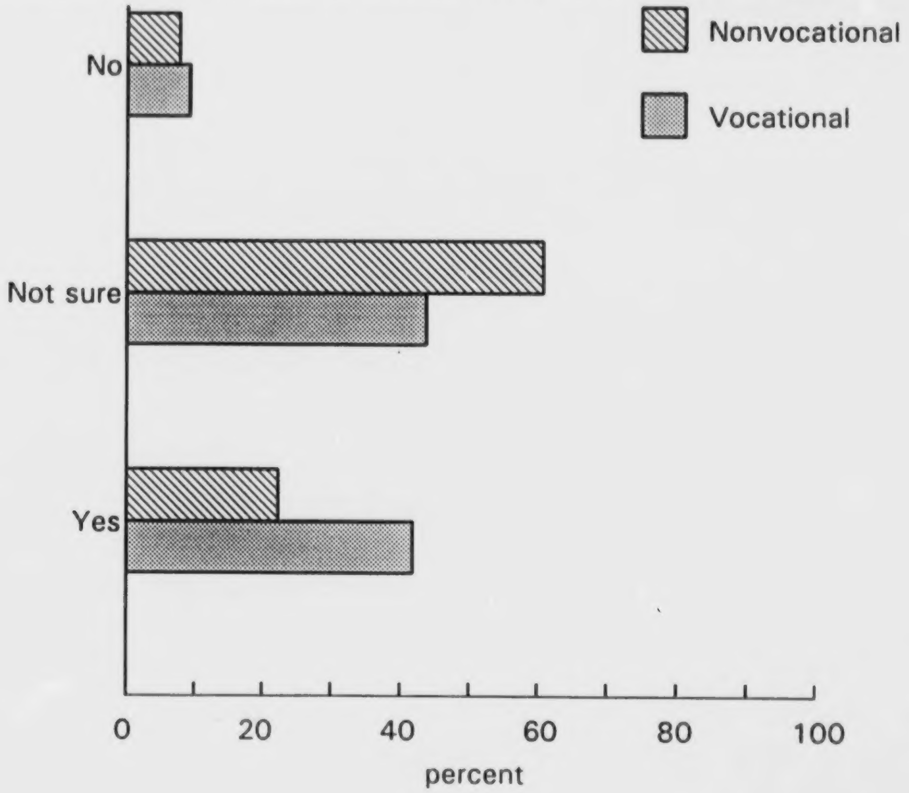
Are follow-up studies used to provide feedback for program improvement?

Table E12.5

"Are follow-up studies used to provide feedback for program improvement?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	41	5.2	69	9.1
Yes	327	41.8	169	22.3
Not sure	343	43.9	462	60.9
No	72	9.2	58	7.7

Staff Response

Are follow-up studies used to provide feedback for program improvement?



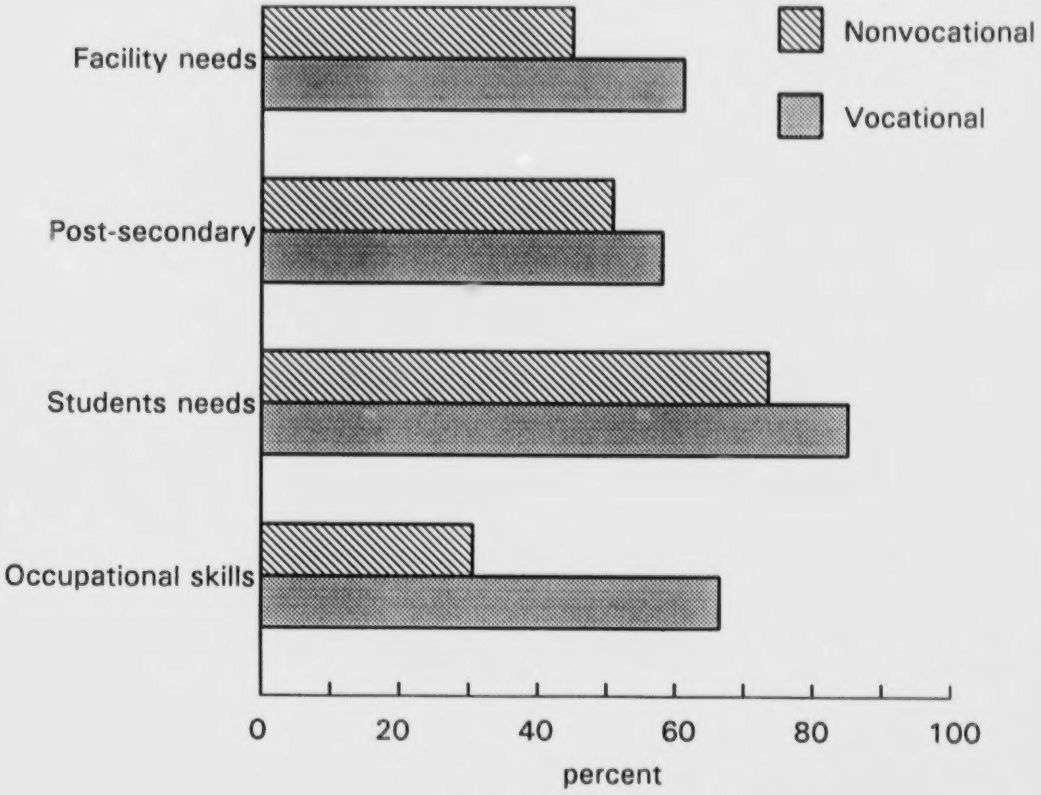
In the programs you teach, administer, or provide guidance, are the following assessed?

Table E12.6

"Are the following assessed"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	45	5.8	81	10.7
Students occupational skill needs	520	66.5	232	30.6
Students needs, interests and abilities	666	85.2	558	73.6
Entrance and program requirements at post-secondary schools.	455	58.2	386	50.9
Facility/equipment needs.	479	61.3	341	45.0

Staff Response

Staff assessment of needs



In the programs you teach, administer, or provide guidance, are the following assessed?

Table E12.7

"Are the following assessed"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	45	5.8	81	10.7
Availability of financial assistance for post-secondary training	306	39.1	130	17.2
Local district problems and needs	398	50.9	236	31.1
Advanced placement opportunities.	307	39.3	276	36.4
Coordination of program needs	397	50.8	201	26.5
Local labor market needs.	341	43.6	118	15.6

Staff Response

Staff assessment of needs

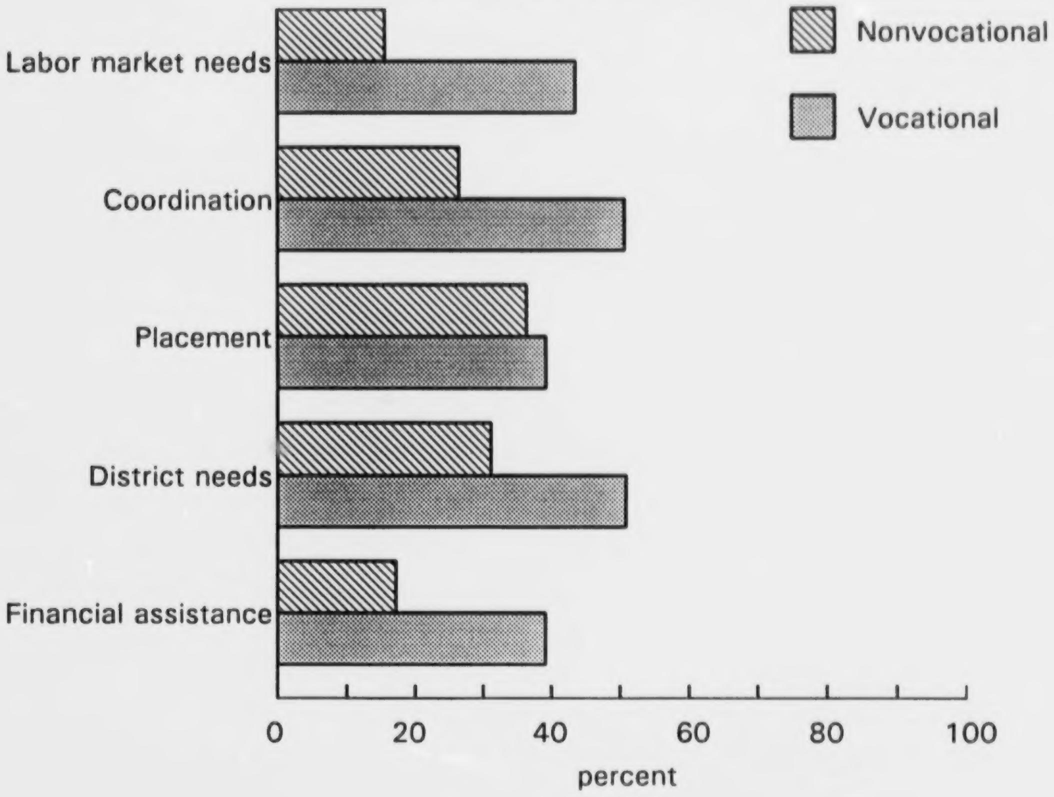
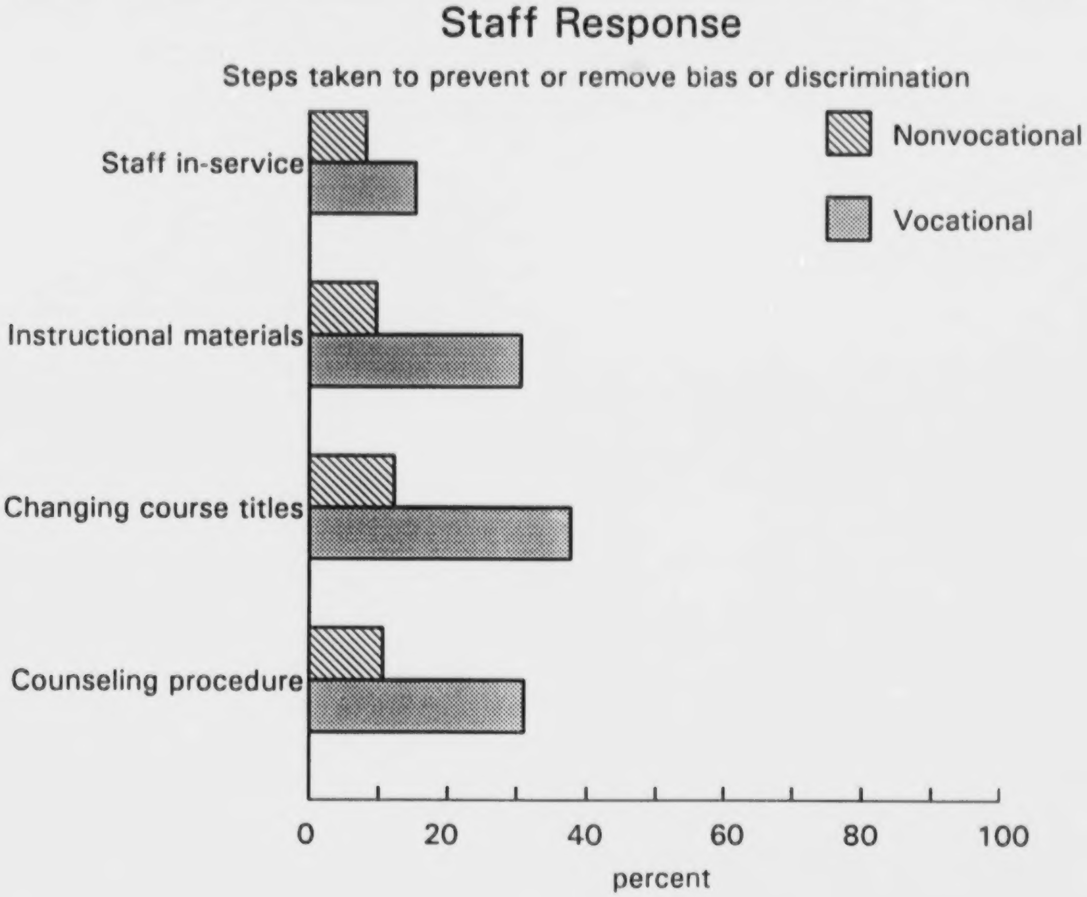


Chart E12
Page E12.8
Staff Questionnaire

Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination?

Table E12.8

	Vocational		Nonvocational	
	N	%	N	%
Omit	114	14.6	164	21.6
Counseling materials/practice/procedures. . . .	243	31.1	80	10.6
Changing course titles.	295	37.7	93	12.3
Instructional materials	240	30.7	73	9.6
Staff in-service.	120	15.3	62	8.2



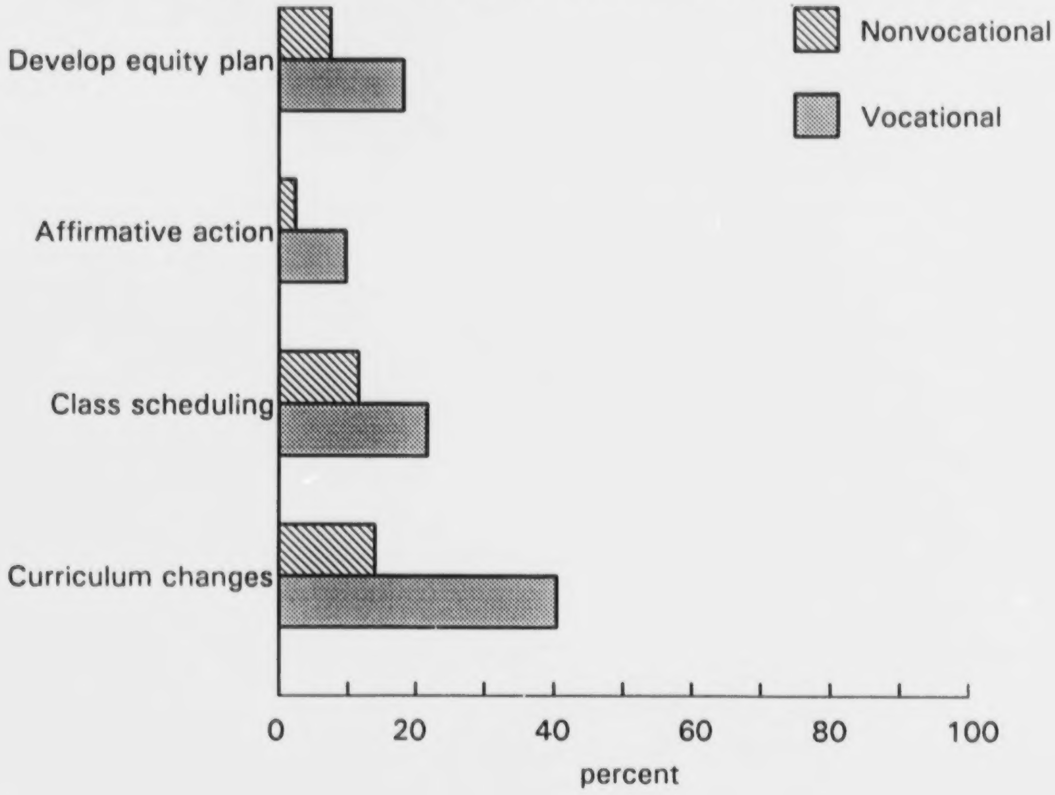
Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination?

Table E12.9

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	114	14.6	164	21.6
Curriculum revision/updating.	316	40.4	106	14.0
Class scheduling.	170	21.7	88	11.6
Affirmative action-employment/students.	76	9.7	18	2.4
Development of an equity plan	143	18.3	57	7.5
Not aware	244	31.2	410	54.1

Staff Response

Steps taken to prevent or remove bias or discrimination



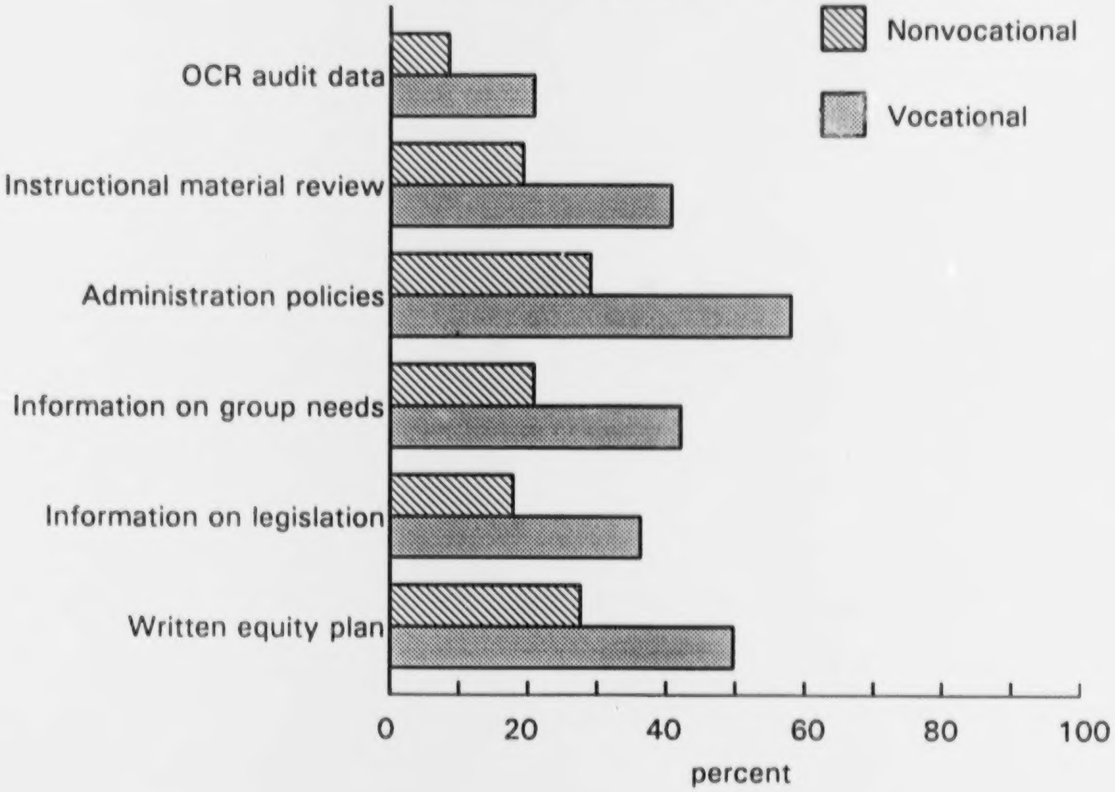
With respect to equity, the following exist:

Table E12.10

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	181	23.1	363	47.9
A written district plan.	389	49.7	209	27.6
Information and/or in-servicing on civil rights and equal opportunity legislation . . .	284	36.3	135	17.8
Information on the needs of males, females, minorities and special needs groups.	330	42.2	158	20.8
Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs. .	454	58.1	220	29.0
Review of stereotyping and bias in instructional materials.	319	40.8	146	19.3
Compliance data from Office of Civil Rights audit	163	20.8	64	8.4

Staff Response

Existance of equity components



During the last two years, I have:

Table E12.11

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	157	20.1	319	42.1
Attended an in-service on how to better serve disadvantaged and handicapped learners . .	426	54.5	241	31.8
Participated in the development and use of the individualized education plan (IEP) for all special needs students	392	50.1	120	15.8
Adapted my classrooms and laboratories for the handicapped.	250	32.0	99	13.1
Modified methods, materials or content to meet individual handicapped learner needs . .	479	61.3	336	44.3

Staff Response

Accommodation of special needs students

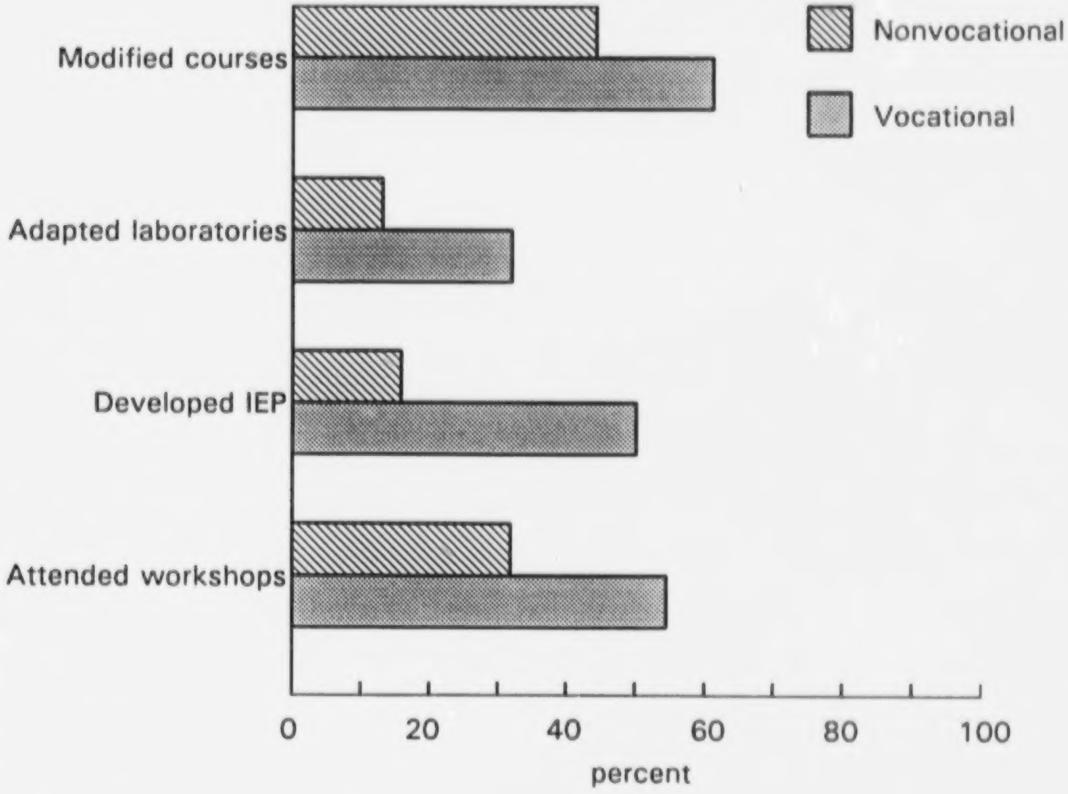
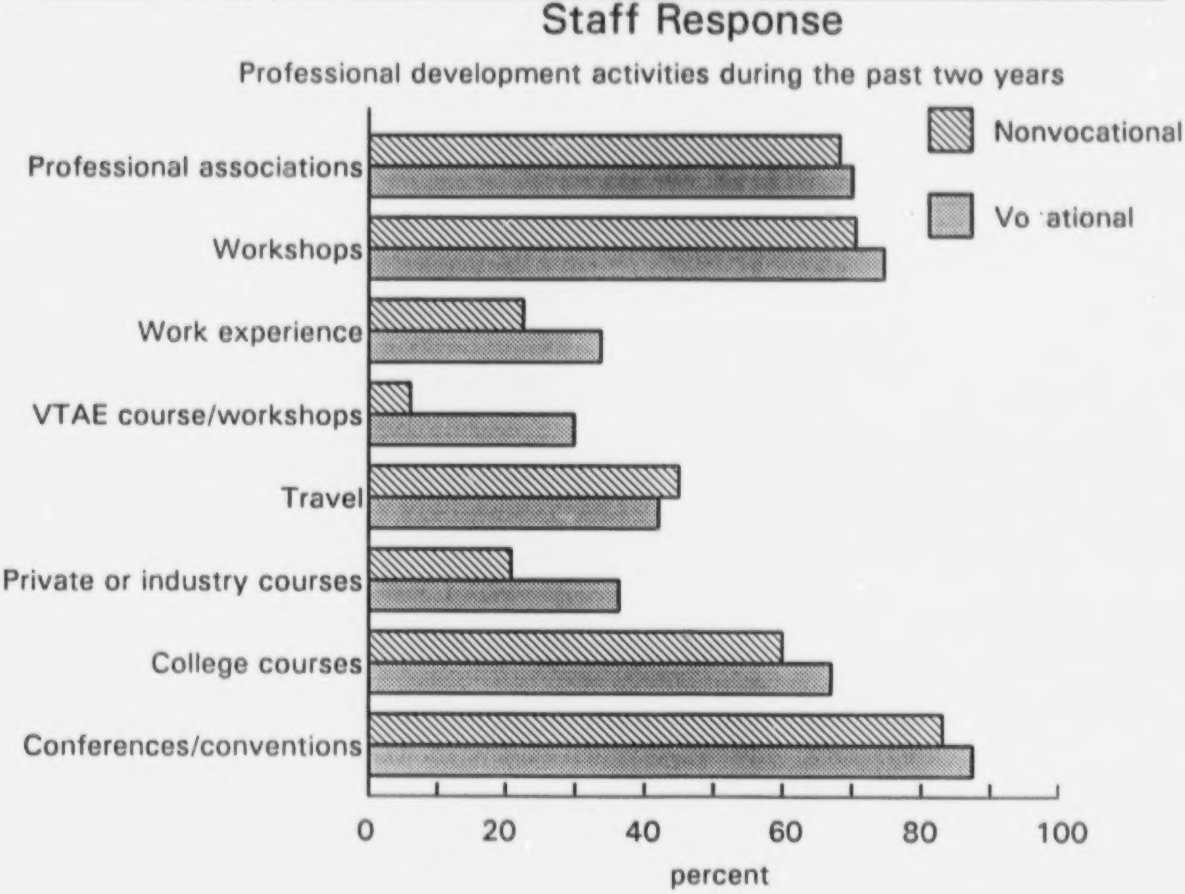


Chart E12
Page E12.12
Staff Questionnaire

In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field?

Table E12.12

	Vocational		Nonvocational	
	N	%	N	%
Omit	38	4.9	51	6.7
Conferences and conventions.	684	87.5	630	83.1
Educational college courses.	525	67.1	455	60.0
Private or industry sponsored educational programs	284	36.3	158	20.8
Travel	329	42.1	341	45.0
VTAE course/workshops.	234	29.9	46	6.1
Work experiences	264	33.8	171	22.6
Workshops (in school or at other locations). .	584	74.7	535	70.6
Memberships in professional associations . . .	549	70.2	518	68.3



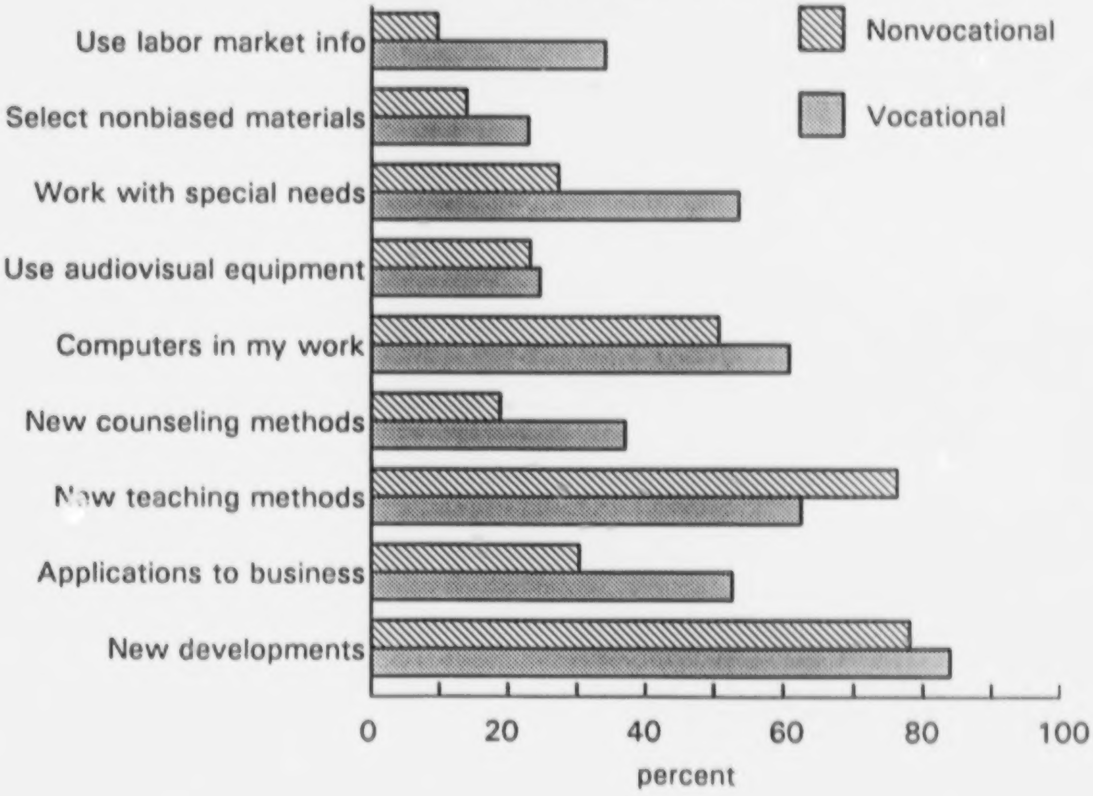
What did you learn as a result of these activities?

Table E12.13

	Vocational		Nonvocational	
	N	%	N	%
Omit	49	6.3	66	8.7
New developments in my discipline/field. . . .	657	84.0	592	78.1
Applications of my discipline to business and industry	412	52.7	230	30.3
New teaching techniques.	490	62.7	579	76.4
New counseling techniques.	290	37.1	143	18.9
Use of computers and software in my work . . .	477	61.0	385	50.8
Use of audiovisual equipment and materials . .	193	24.7	176	23.2
Techniques for working with special needs students (disadvantaged and handicapped) . . .	420	53.7	207	27.3
Selecting/developing nonbiased materials . . .	180	23.0	106	14.0
Use of labor market information.	267	34.1	74	9.8

Staff Response

Learning from professional development activities



CHAPTER 6

SELECTED FINDINGS OF ADVISORY COMMITTEES

This chapter contains tables and graphs showing the responses made by advisory committee members. The F1 survey was a required form which was completed by 483 advisory committee members. The following advisory committees responded to this survey: agriculture, business education, health occupations, family and consumer economics, marketing education, technology education, special needs, comprehensive vocational, and guidance and counseling. A complete set of data tables for the F surveys can be found in Appendix B.

Major findings of the advisory committee survey are:

- Overall, the advisory committee members were in agreement about their involvement in the following areas:
    - assisting in identifying needs of the community,
    - assisting in identifying needs of the local labor market,
    - identifying specific occupational skills for curriculum,
    - identifying and effectively using community resources, and
    - preparing students for new and/or future-oriented occupations. (Table F1.1 and F1.2)

- Other areas where the advisory committee members were slightly in agreement were:
    - identifying new skills and technologies,
    - preparing students for entry into nontraditional occupations, and
    - identifying appropriate and adequate in-school facilities. (Table F1.1 and F1.2)

How do advisory committee members feel about their vocational program involvement?

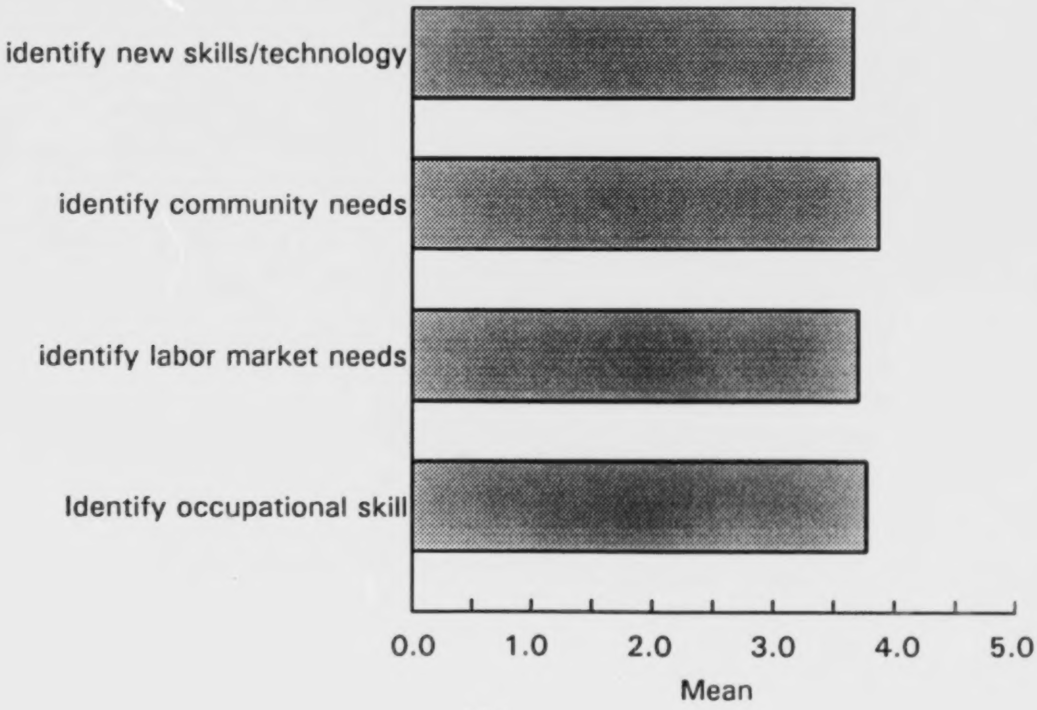
Table F1.1

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Statement	N	Mean	Std
Our committee assisted in identifying needs of the community	455	3.774	0.880
Our committee assisted in identifying local/area labor market needs.	454	3.707	0.887
Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	461	3.874	0.848
Our committee has helped in identifying new skills and technologies	451	3.667	0.897

Advisory Committee Ratings



How do advisory committee members feel about their vocational program involvement?

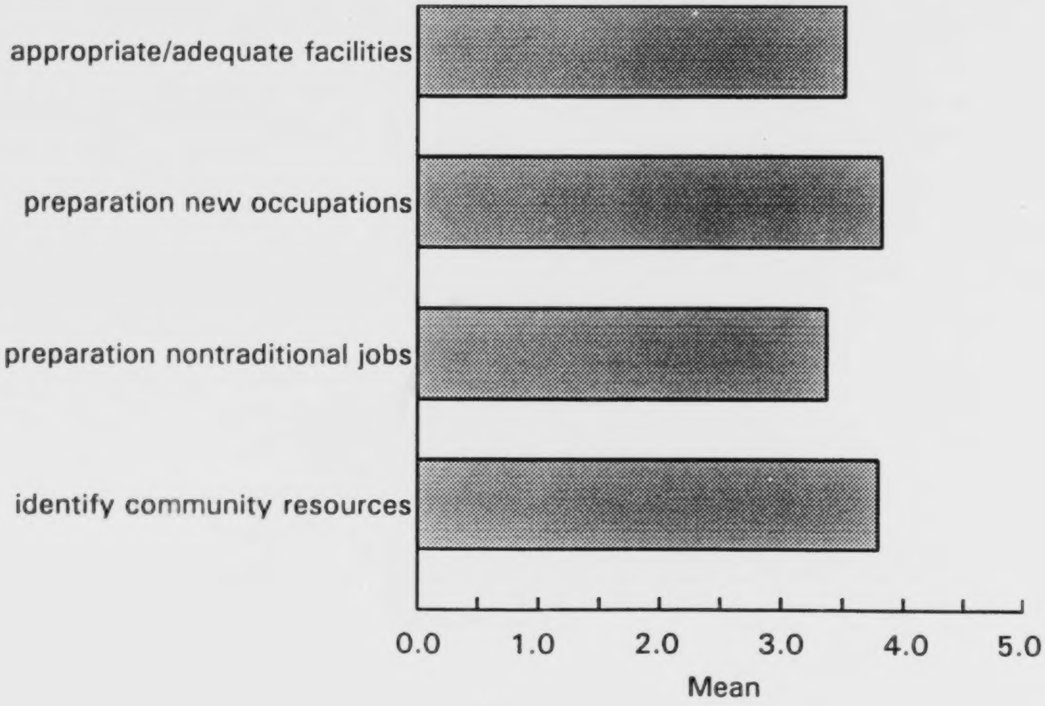
Table F1.2

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Statement	N	Mean	Std
Community resources identified and used effectively	448	3.790	0.857
The program I advise is preparing students for entry into nontraditional occupations	453	3.371	0.933
The program I advise is preparing students for entry into new and/or future-oriented occupations	458	3.823	0.814
In-school facilities are appropriate and adequate.	452	3.522	0.998

Advisory Committee Ratings



CHAPTER 7

SELECTED FINDINGS OF PARENTS

This chapter provides information gathered from the parents of current students as well as parents whose sons or daughters have already graduated from secondary school. Parents were asked to give opinions on the assistance given their children in making career choices, the accessibility for enrollment in vocational education courses, and the effectiveness of the vocational education programs in the school. A total of 1,173 parents were surveyed during this 1990-91 year. The G1 survey was an optional form and complete data tables are available in Appendix B.

Major findings from parents are:

Assistance Provided

- Sixty-eight percent of the parents view the help given to their children in making a career choice to be satisfactory or very satisfactory. (Table G1.1)

- Over 74 percent of the parents feel that the education and preparation their children received in relation to their career choice is satisfactory or very satisfactory. (Table G1.2)

Importance of Vocational Education

- Over 91 percent of parents feel that vocational courses, including career exploration and the development of saleable skills, should be part of the high school curriculum. (Table G1.3)

Accessibility

- When asked if their children are able to enter vocational education courses related to their career choice, 69 percent of IPC parents respond positively. Fewer than 10 percent indicate negatively. (Table G1.4)

Career Help

- Almost 67 percent of IPC parents and 46 percent of Sequence parents feel that instruction on career seeking skills such as job applications, interviewing, etc., are adequate for their children. (Table G1.5)

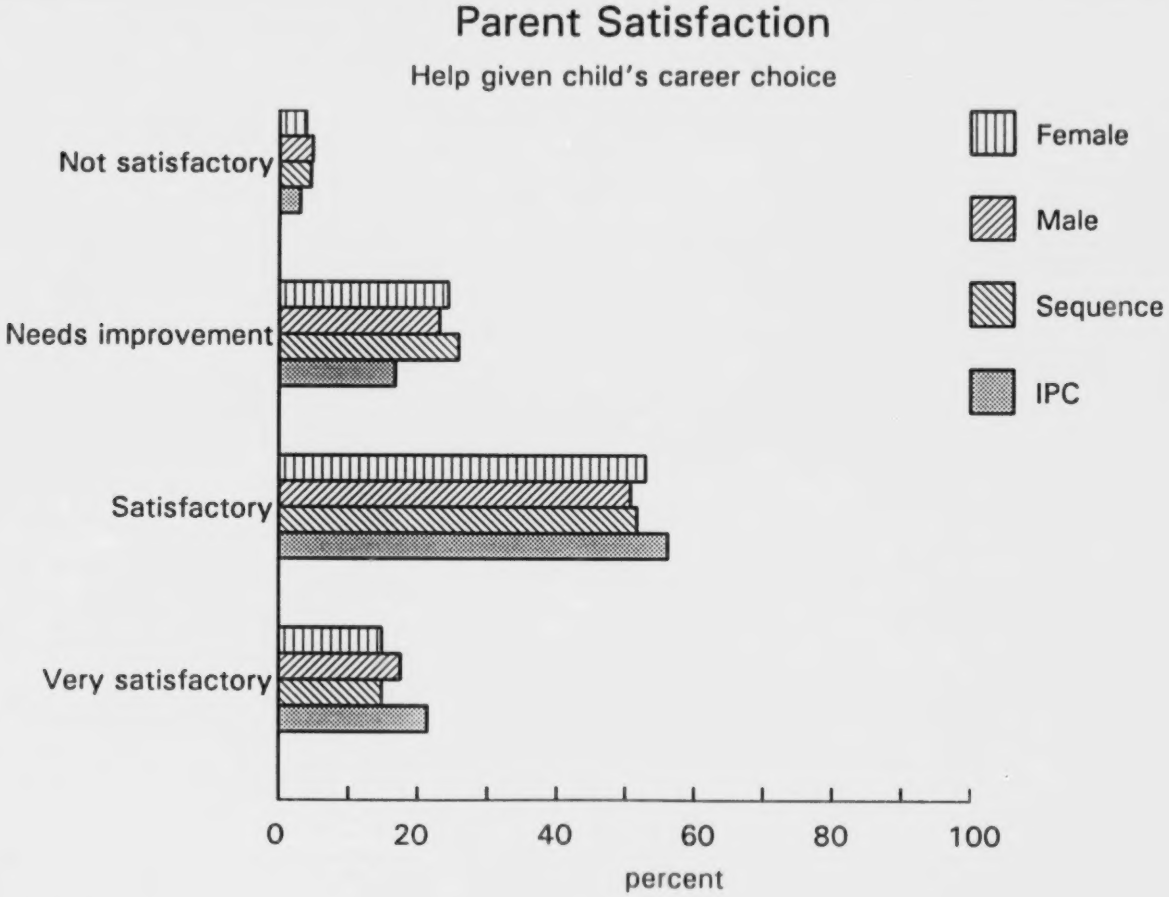
- Sixty-two percent of IPC parents and 48 percent of Sequence parents feel their children are being prepared for new and/or future oriented occupations. (Table G1.6)

- When asked to indicate whether their children are being prepared for nontraditional occupations, fewer than 39 percent responded positively. Almost 46 percent said they were not sure. (Table G1.7)

What are parents' views about help given to child in career choice?

Table G1.1

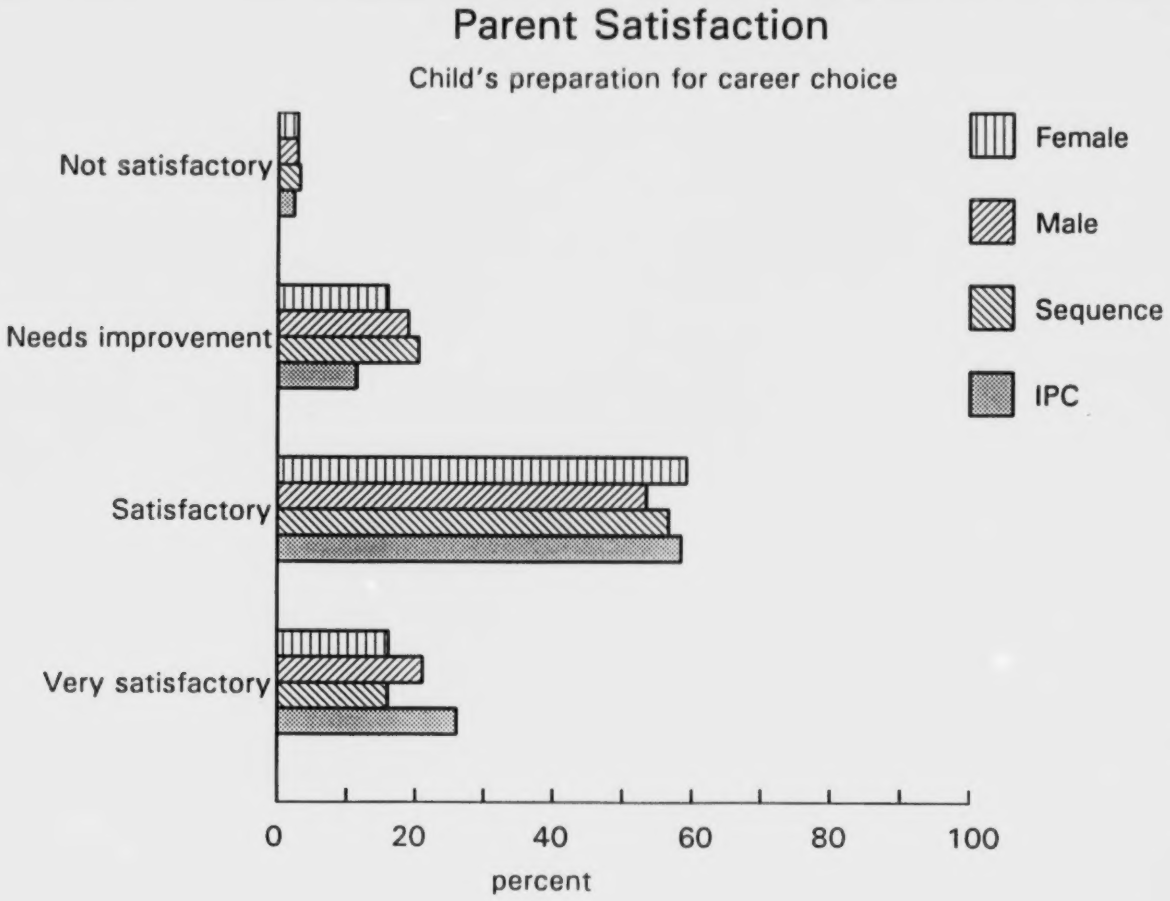
"I feel the help given my child in making a career choice was"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	8	2.7	14	3.1	23	3.9	23	4.1
Very satisfactory. .	64	21.4	66	14.8	104	17.5	83	14.8
Satisfactory	168	56.2	230	51.7	301	50.8	296	53.0
Needs improvement. .	50	16.7	115	25.8	137	23.1	136	24.3
Not satisfactory . .	9	3.0	20	4.5	28	4.7	21	3.8



What are parents' views about child's preparation for career choice?

Table G1.2

"I feel the education and preparation my child received for this career choice was"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	5	1.7	17	3.8	22	3.7	33	5.9
Very satisfactory. .	78	26.1	71	16.0	125	21.1	90	16.1
Satisfactory	175	58.5	252	56.6	317	53.5	331	59.2
Needs improvement. .	34	11.4	91	20.4	112	18.9	89	15.9
Not satisfactory . .	7	2.3	14	3.1	17	2.9	16	2.9



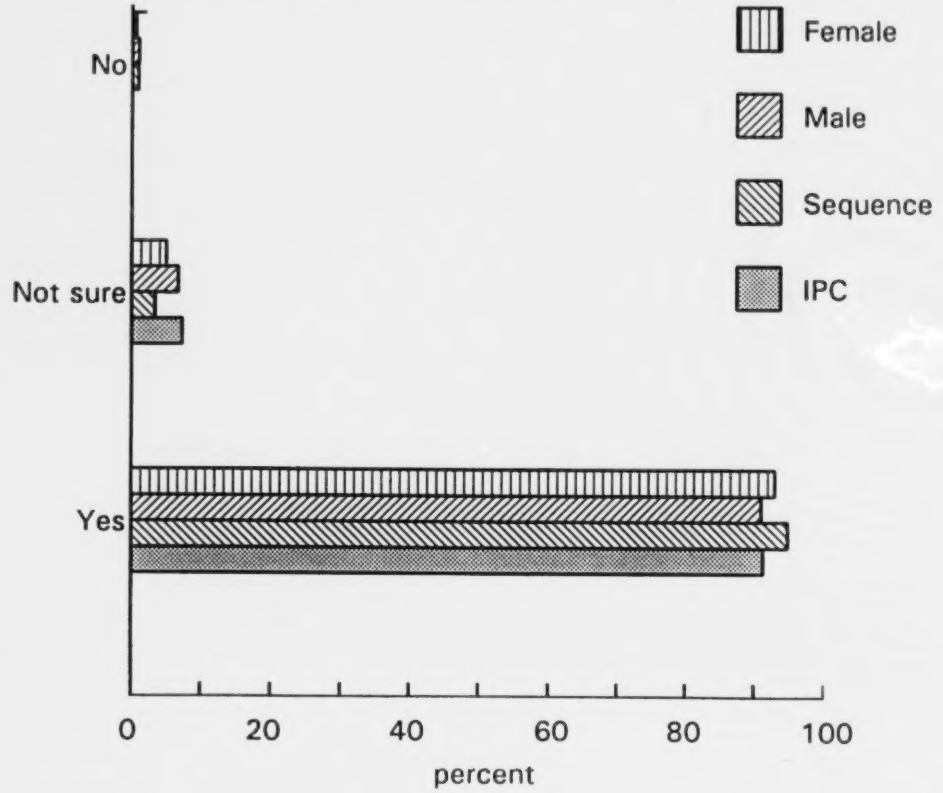
How do parents feel about vocational courses in the high school curricula?

Table G1.3

"I feel vocational courses including career exploration and the development of saleable skills should be part of curricula"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	4	1.3	4	0.9	7	1.2	8	1.4
Yes.	273	91.3	422	94.8	540	91.1	520	93.0
Not sure	22	7.4	15	3.4	40	6.7	28	5.0
No	0	0.0	4	0.9	6	1.0	3	0.5

Parent Attitude

Should vocational courses be part of high school curricula?



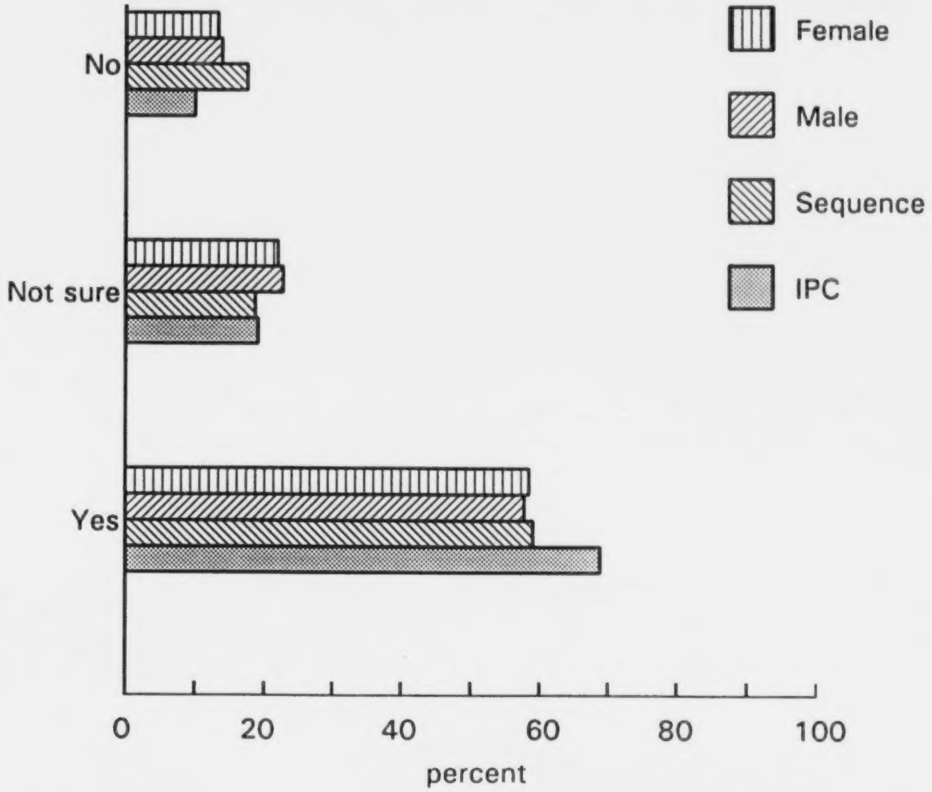
How do parents feel about accessibility to vocational courses?

Table G1.4

"My child was able to enter vocational education courses related to his/her career choice"	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	6	2.0	21	4.7	33	5.6	35	6.3
Yes.	206	68.9	263	59.1	343	57.8	327	58.5
Not sure	57	19.1	83	18.7	135	22.8	123	22.0
No	30	10.0	78	17.5	82	13.8	74	13.2

Parent Attitude

Accessibility of vocational courses for child's career choice



Do you feel instruction on career seeking skills such as job applications, interviewing, etc., are adequate for your child?

Table G1.5

Parent Response	IPC N	IPC %	Sequence N	Sequence %
Omit	4	1.3	7	1.6
Yes	200	66.9	204	45.8
Not sure.	54	18.1	150	33.7
No.	41	13.7	84	18.9

Parent Response

Is instruction on career seeking skills adequate for your child?

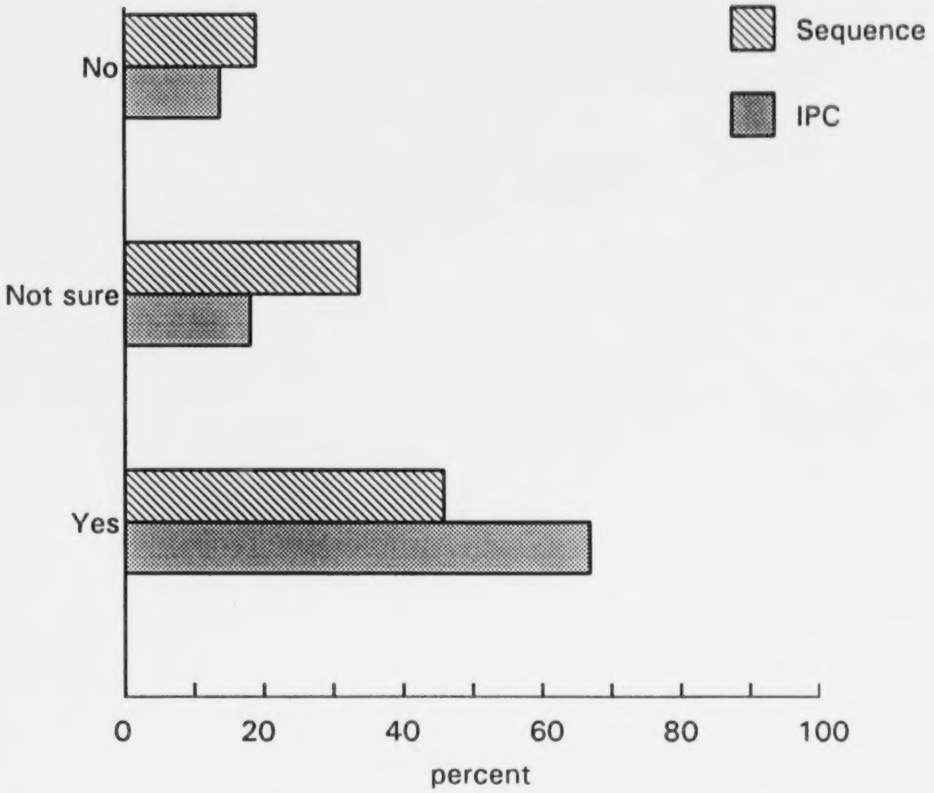


Chart G1
Page G1.6
Parent Questionnaire

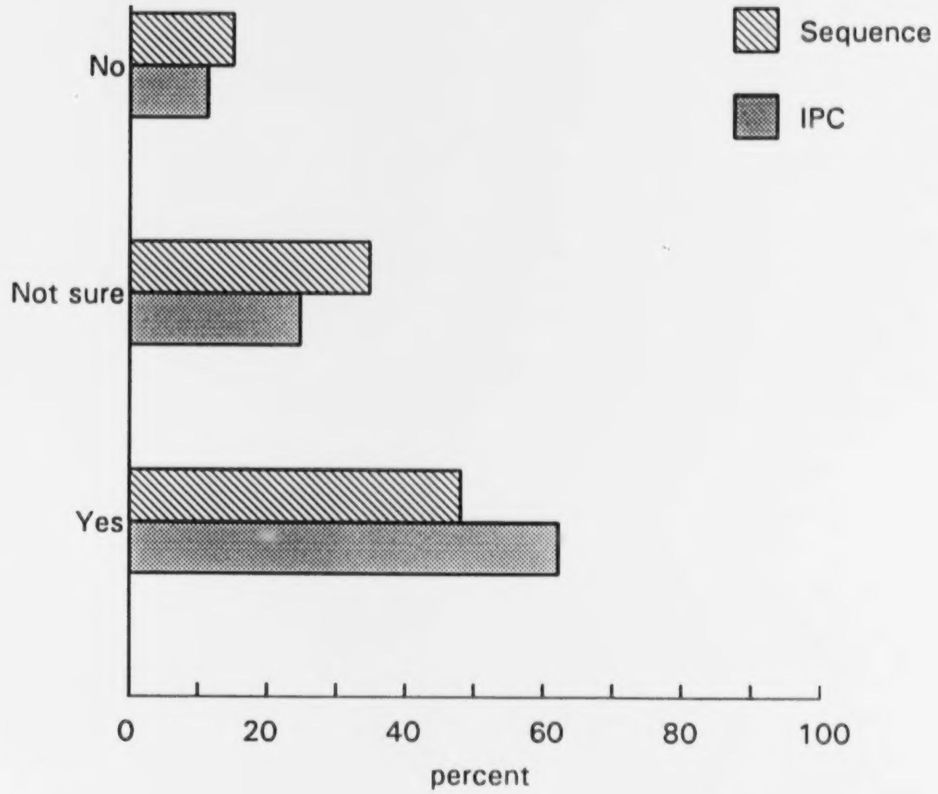
Do you feel your child is being prepared for new and/or future oriented occupations?

Table G1.6

Parent Response	IPC		Sequence	
	N	%	N	%
Omit	5	1.7	9	2.0
Yes	186	62.2	214	48.1
Not sure.	74	24.7	155	34.8
No.	34	11.4	67	15.1

Parent Response

Is your child being prepared for future oriented occupations?



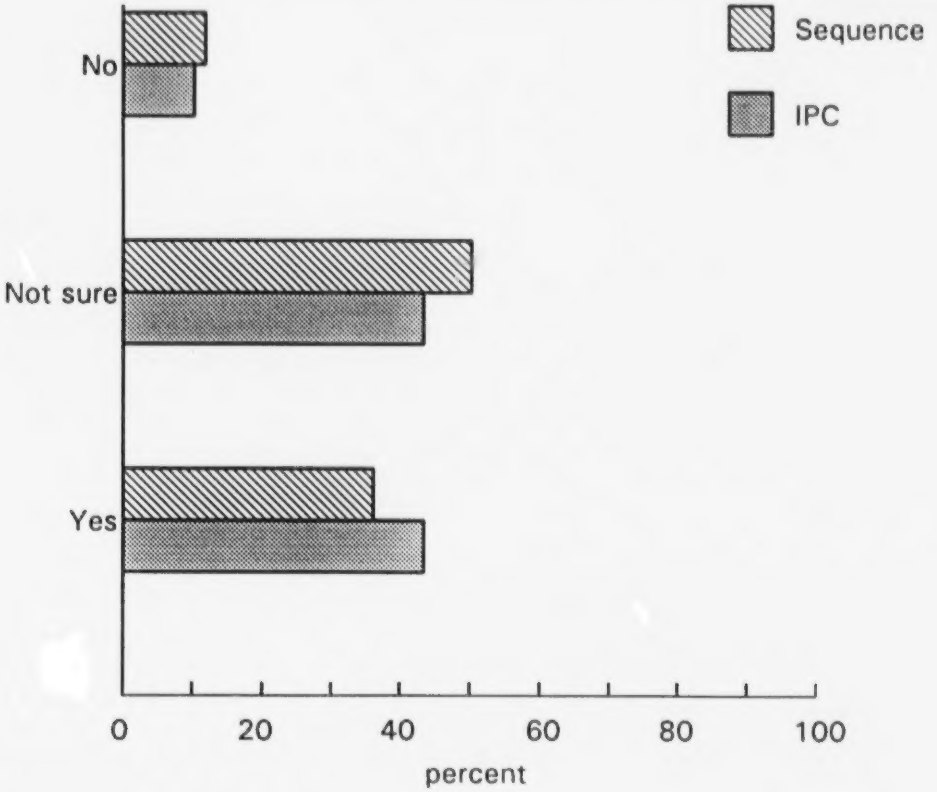
Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)

Table G1.7

Parent Response	IPC		Sequence	
	N	%	N	%
Omit	8	2.7	7	1.6
Yes	130	43.5	161	36.2
Not sure.	130	43.5	224	50.3
No.	31	10.4	53	11.9

Parent Response

Are students being prepared for nontraditional occupations?



CHAPTER 8

SELECTED FINDINGS OF SECONDARY/POSTSECONDARY INSTITUTIONS

This chapter provides information on articulation gathered from secondary school educators, VTAE and university personnel. This optional survey (H1), takes a look at the vertical and horizontal articulation efforts within a district. A total of 112 personnel completed this surveyed during this 1990-91 year. A complete data tables are available in Appendix B.

Major articulation findings are:

- Limited articulation with other staff occurs in: co-op programs, shared facilities, shared staff, placement services, employer and graduate follow-up, needs assessment and administration of JTPA funds. (Tables H1.1, H1.2 and H1.3)

- Staff is undecided in the following areas: curriculum development, identification of community resources, advanced placement, business and industry partnerships, philosophy of vocational education, professional development experiences, certification of staff, exemplary projects, mutual legislative concerns and alternative education delivery strategies. (Tables H1.1 H1.2 and H1.3)

Do vocational staff articulate in program areas?

Table H1.1

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	**N**	**Mean**	**StD**
Curriculum development.	86	3.453	1.262
Identification of community resources	86	3.047	1.105
Advanced placement.	84	3.310	1.151
Co-op programs.	81	2.679	1.171
Shared facilities	85	2.976	1.282
Shared staff.	85	2.565	1.159

Vocational Staff Articulation in Program Components

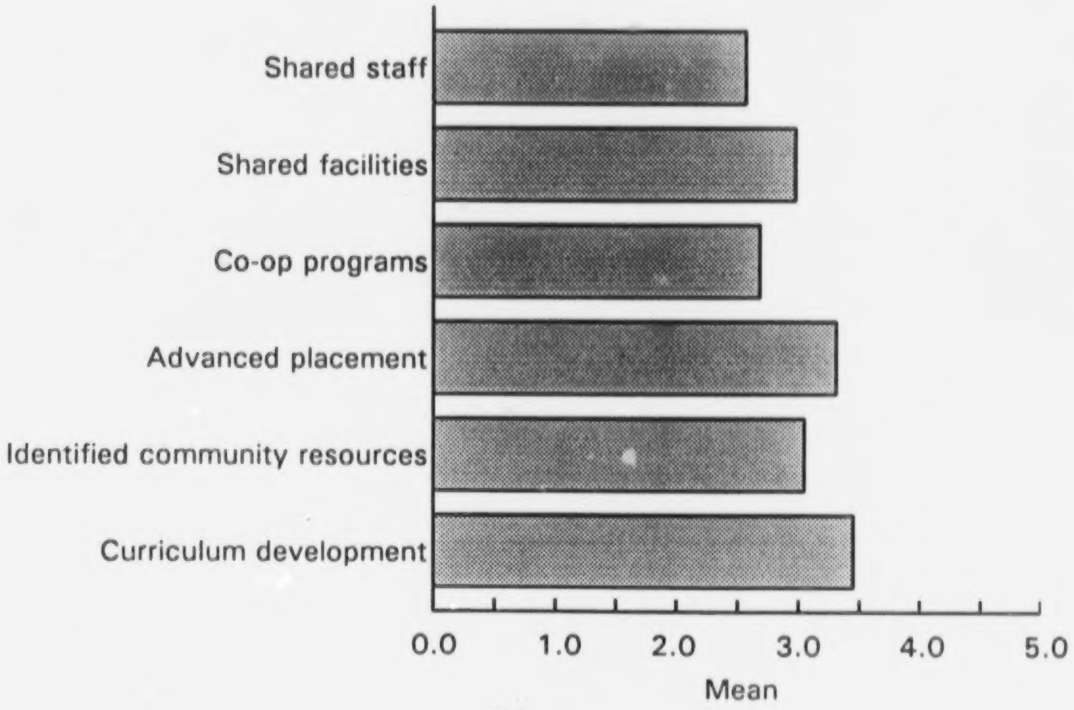


Chart H1
Page H1.2
Articulation Questionnaire

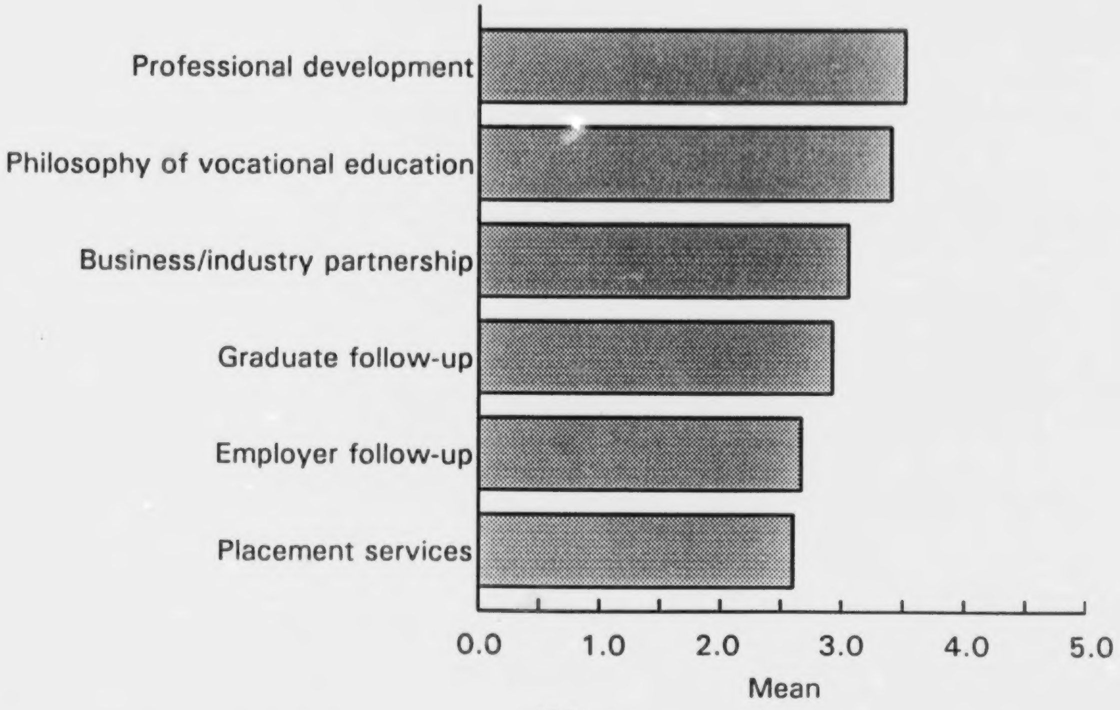
Do vocational staff articulate in program areas?

Table H1.2

Rating Scale	*Standard Deviation Key*
5 = Strongly Agree	*0 to .60 = Very High Level of Agreement*
4 = Agree	*.61 to 1.20 = High Level of Agreement*
3 = Undecided	*1.21 to 1.80 = Moderate Level of Agreement*
2 = Disagree	*1.81 & Above = Low Level of Agreement*
1 = Strongly Disagree	

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	N	Mean	StD
Placement services.	83	2.602	0.987
Employer follow-up.	82	2.671	1.066
Graduate follow-up.	83	2.928	1.145
Business and industry partnerships.	83	3.060	1.130
Philosophy of vocational education.	85	3.412	1.218
Professional development experiences.	84	3.524	1.114

Vocational Staff Articulation in Program Components



Do vocational staff articulate in program areas?

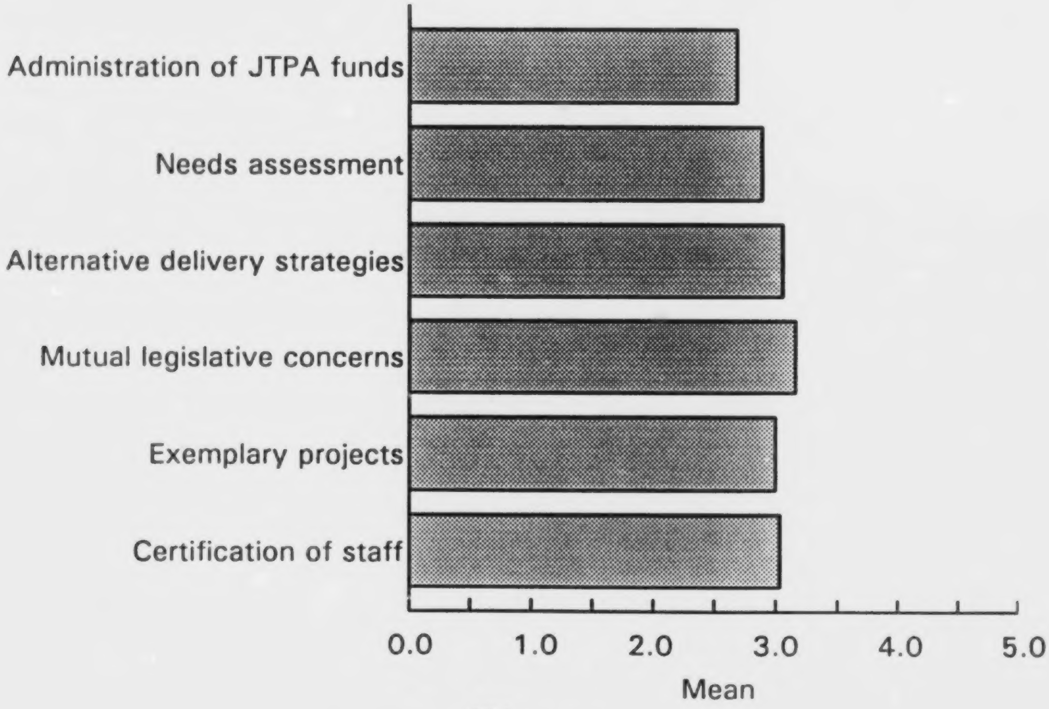
Table H1.3

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	N	Mean	StD
Certification of staff.	84	3.036	1.207
Exemplary projects.	83	3.000	1.148
Mutual legislative concerns	86	3.163	1.083
Alternative education delivery strategies . . .	84	3.060	1.274
Needs assessment.	84	2.893	1.087
Administration of JTPA funds.	81	2.691	1.251

Vocational Staff Articulation in Program Components



CHAPTER 9

SELECTED FINDINGS OF BOARDS OF EDUCATION

This chapter contains tables and graphs about the awareness of and views toward vocational education by school board members. A total of 171 school board members completed this survey and are included in the composite report. The J1 was an optional survey and complete data tables are available in Appendix B.

Major findings from board of education members are:

- School board members are in agreement that it is appropriate to offer vocational education in high school. Many school board members are not sure if their vocational programs are up-to-date. (Table J1.1)

- School board members agree that it is important to provide students with vocational courses and that the community should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. (Table J1.2)

- Board of education members perceive their vocational education programs to have value when compared to general or college preparation programs. Forty-nine percent indicate vocational education has great value while an additional 47 percent perceive vocational education to have moderate value. (Table J1.4)

- Eighteen percent of board members are very aware of the general needs of the students served by the vocational education programs in their districts. An additional 70 percent are aware of the general needs. (Table J1.5)

Secondary Vocational Program Evaluation
Annual Composite Report
Cycle 3, Year 4
1990-1991 Evaluation Data

Chart J1
Page J1.1
Board of Education Opinionnaire

What is your opinion about the following statements?

Table J1.1

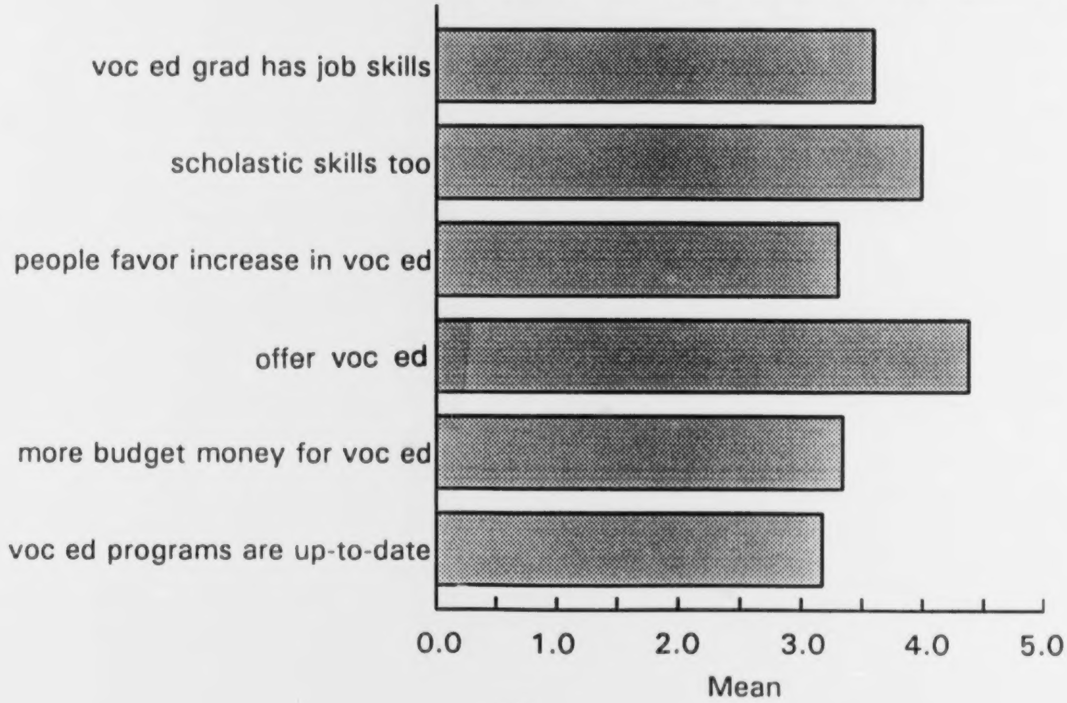
Rating Key
5 = *Strongly Agree*
4 = *Agree*
3 = *Undecided*
2 = *Disagree*
1 = *Strongly Disagree*

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	Number	Mean	Stan Dev
One function of a high school is to develop vocational skills in all its students	169	3.598	1.071
Most students who take vocational education in high schools have other scholastic skills.	171	3.994	0.740
In my community many people favor an increase in vocational education in the high school.	167	3.305	0.812
It is appropriate to offer vocation education in high school.	171	4.380	0.712
There should be more money set aside in the school budget for vocational programs	169	3.343	0.920
Most vocational education programs offered today in high school are up-to-date	171	3.175	0.916

Board of Education Response

What is your opinion about the following statements?



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Board of Education Opinionnaire

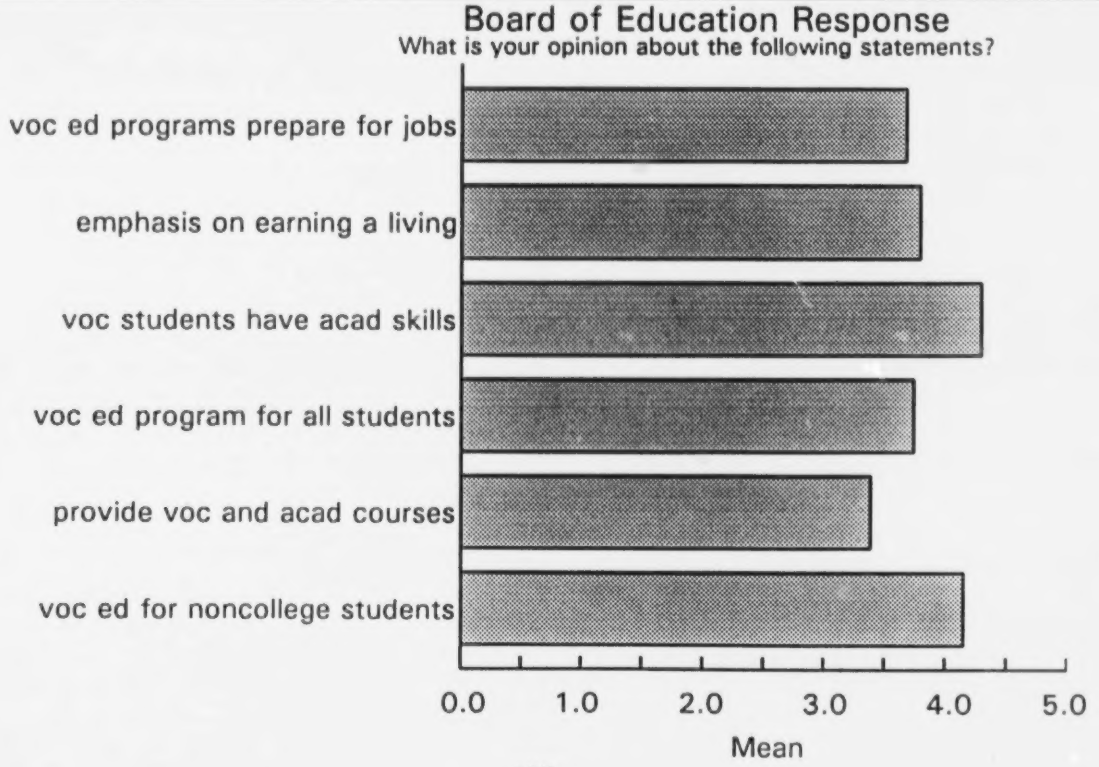
What is your opinion about the following statements?

Table J1.2

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	Number	Mean	Stan Dev
Vocational education programs prepare high school students for a range of job opportunities potentially available to them. . .	171	3.684	0.891
For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	170	3.800	0.840
It is important to provide students with vocational courses as well as other educational opportunities.	170	4.300	0.614
Vocational education should be encouraged more among high school students	170	3.747	0.836
The vocational education program in high school should be intended for all youth.	171	3.392	1.129
My community, along or in conjunction with other communities, should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. . .	171	4.152	0.812



What is your opinion about the following statements?

Table J1.3

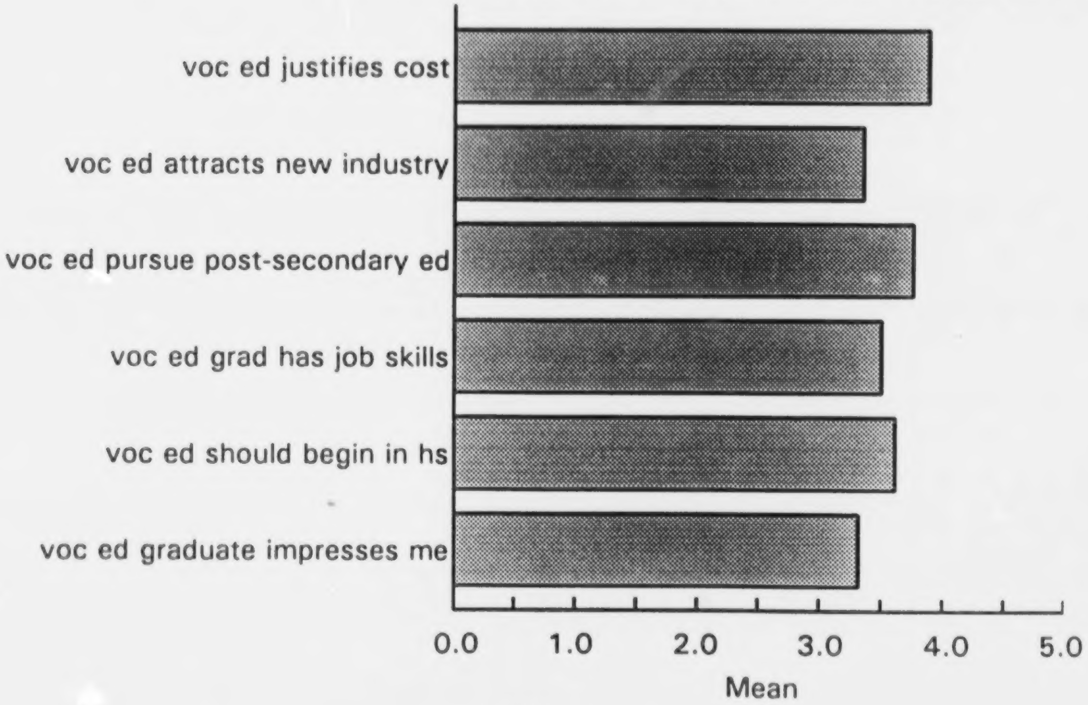
Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	Number	Mean	Stan Dev
Vocational education in high school makes enough students useful members of society to justify its costs.	168	3.893	0.883
Good vocational education programs in public schools attract new industry or hold an industry in the area.	166	3.361	0.922
Taking vocational education courses helps students pursue further education after high school	170	3.765	0.794
A graduate of a high school vocational education program has many job skills to use in post-high school employment	171	3.509	0.863
Students should begin vocational education during high school .	170	3.618	1.021
A high school graduate of a vocational education program impresses me greatly.	165	3.321	0.796

Board of Education Response

What is your opinion about the following statements?



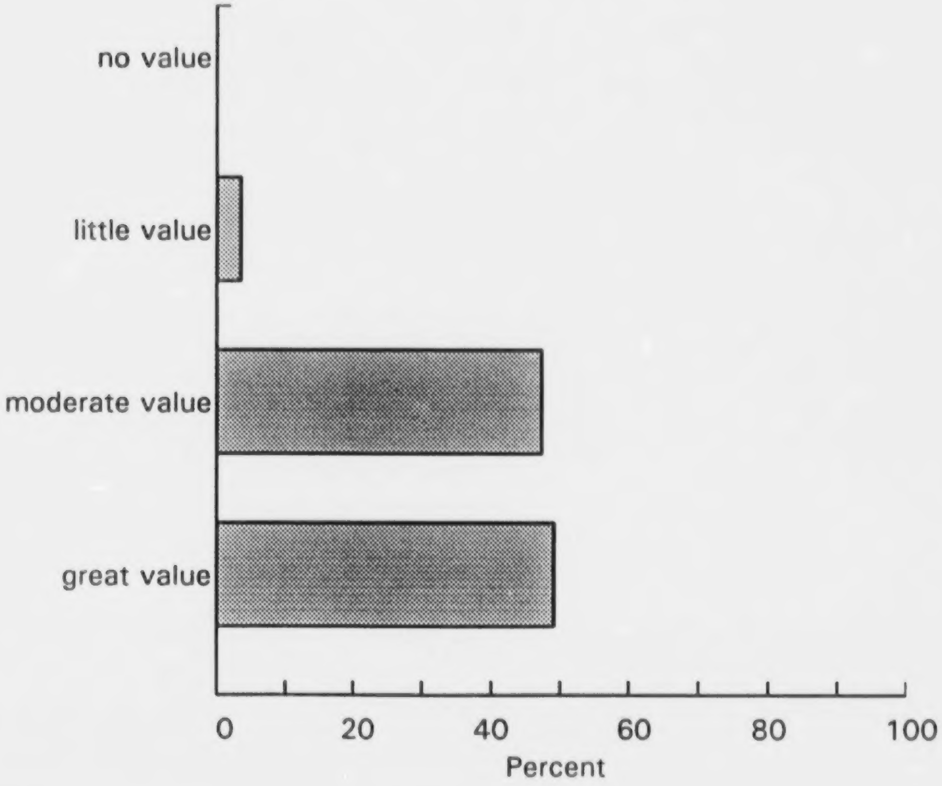
In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs?

Table J1.4

Board of Education Response N= 171	**Percent**
omit	0.0
great value	49.1
moderate value	47.4
little value	3.5
no value	0.0

Board of Education Response

How do you perceive the value of vocational education programs?



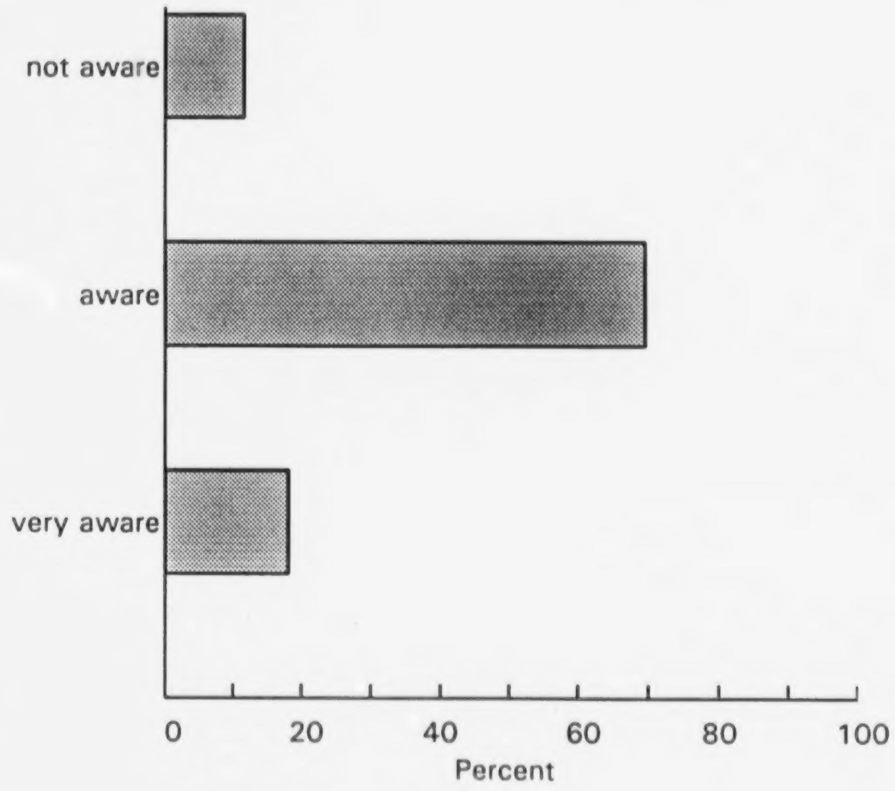
To what extent are you aware of the general needs of the students served by the vocational education program in your district?

Table J1.5

Board of Education Response N= 170	**Percent**
omit	0.6
very aware	18.1
aware	69.6
not aware	11.7

Board of Education Response

Are you aware of general needs of students in vocational education program?



CHAPTER 10

PROGRAM AREA PROFILES

In order to provide vocational educators with information specific to their vocational program areas, this chapter provides tables that address each of the six vocational program areas as well as the special needs population. The material provided within the tables has been taken from the one- and five-year graduates (B1 and B2) surveys and from employers of one- and five-year graduates (C1 and C2) surveys. Program area profiles include: Agriculture Education, Business Education, Family and Consumer Education, Health Occupations, Marketing Education, Technology Education and Special Needs Graduates. The Special Needs Profile includes graduates who were categorized as being handicapped, limit English proficient or disadvantaged. Data has been calculated as percent and percents have been rounded to the nearest whole number. Some of the data for each of the program areas and special needs is profiled below.

AGRICULTURE EDUCATION

- Most graduates are males: 79.4 percent of one-year graduates and 80 percent of five-year graduates.

- While only 50 percent of one-year female graduates and 73 percent of one-year male graduates are employed part- or full-time, 92 percent of one- and five-year males and females are employed part- or full-time.

- One-year male graduates earn 26 percent more per hour than one-year female graduates, and five-year male graduates earn 19 percent more per hour than five-year female graduates.

- Approximately 71 percent of all graduates work in occupations related to the field of agriculture.

- More than 87 percent of all graduates are either satisfied or very satisfied with the agriculture courses they completed while in high school. Over 74 percent of all employers rated the graduates working for them as having good to very good occupational competence.

- While seventy-four percent of the employers of one-year male graduates and 100 percent of the employers of female graduates state they would promote their employee if the opportunity should arise, 71 percent of employers of five-year male graduates and 50 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Over one-half of one-year graduates are part- or full-time students at a postsecondary institution. Only 15 percent of five-year graduates are still in school.

- Approximately one-fifth of one-year and one-third of five year agriculture education graduates have not taken any further education.

- Employers indicate that they assist the agriculture education programs by providing work experience work sites for vocational students: 48 percent of one-year male graduates and 33 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 89.7 percent of one-year graduates, 80 percent of five-year graduates, and 76.9 percent of employers of one-year graduates agree.

BUSINESS EDUCATION

- Most graduates are females: 71.8 percent of one-year graduates and 79.5 percent of five-year graduates.

- More than 59 percent of one-year graduates and 85.3 percent of five-year graduates are employed part- or full-time.

- One-year male graduates earn 2 percent more per hour than one-year female graduates and, five-year male graduates earn 3 percent more than five-year female graduates.

- One-half of all one-year graduates and over 63 percent of five-year graduates work in occupations related to the field of business education.

- Over 88 percent of all graduates are either satisfied or very satisfied with the business education courses they completed while in high school. Over 82 percent of all employers rate the graduates working for them as having good to very good occupational competence.

- Seventy-five percent of the employers of one-year male graduates and 64 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise. Seventy-four percent of employers of five-year male graduates and 81 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Seventy-four percent of one-year graduates are part- or full-time students at a postsecondary institution. Only 30 percent of five-year graduates are still in school.

- Approximately 7 percent of male business education graduates have not taken any further education compared to 17 percent of female business education graduates.

- Employers indicate that they assist the business education program by providing work experience work sites for vocational sites: 47 percent of one-year male graduates and 58 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 86.5 percent of one-year graduates, 93.6 percent of five-year graduates, and 91 percent of employers of one-year graduates agree.

HEALTH OCCUPATIONS

- There are no one-year health occupation graduates. Over 91 percent of five-year graduates are females.

- More than 83 percent of five-year graduates are employed part- or full-time.

- Five-year female graduates earn $7.20 per hour.

- Forty-six percent of five-year graduates work in occupations related to the field of health occupation.

- More than 73 percent of five-year graduates are either satisfied or very satisfied with the health occupation courses they completed while in high school. One-third of employers rate the female graduates working for them as having good to very good occupational competence.

- One-third of the employers of female graduates state that they would promote their employee if the opportunity should arise.

- Almost 9 percent of five-year female graduates are part- or full-time students at a postsecondary institution.

- Nine percent of health occupation female graduates have not taken any further education.

- Employers more frequently indicate that they assist the health occupation students by releasing employees to teach vocational courses: 100 percent of five-year male graduates and 33 percent of five-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 100 percent of five-year male graduates, and 72.7 percent of five-year female graduates agree.

FAMILY AND CONSUMER EDUCATION

- Most graduates are females: 91.2 percent of one-year graduates and 94.1 percent of five-year graduates.

- More than 65 percent of one- and five-year graduates are employed part- or full-time.

- One-year male graduates earn 9 percent more per hour than one-year female graduates; however, five-year female graduates earn 50 percent more per hour than five-year male graduates.

- Approximately 40 percent of one-year graduates work in occupations related to the field of family and consumer education. Fifty-eight percent of five-year female graduates are working in jobs related to their high school preparation, while only 14 percent of five-year male graduates are working in the field of family and consumer education.

- More than 87 percent of one-year graduates are either satisfied or very satisfied with the family and consumer education courses they completed while in high school. Over 74 percent of all employers rate the graduates working for them as having good to very good occupational competence.

- While only 60 percent of the employers of one-year male graduates and 54 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise, 79 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Over one-half of one-year graduates are part- or full-time students at a postsecondary institution. Only 11 percent of five-year graduates are still in school.

- Approximately one-fifth of family and consumer education graduates have not taken any further education.

- Employers more frequently indicate that they assist the family and consumer education students by providing work experience work sites: 20 percent of one-year male graduates and 54 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 88.5 percent of one-year graduates, 83.2 percent of five-year graduates, and 82.7 percent of employers of one-year graduates agree.

MARKETING EDUCATION

- Most graduates are females: 61.7 percent of one-year graduates and 66 percent of five-year graduates.

- More than 67 percent of one- and five-year graduates are employed part- or full-time.

- One-year male graduates earn 9 percent more per hour than one-year female graduates, and, five-year male graduates earn 30 percent more per hour than five-year female graduates.

- Over two-thirds of all one-year graduates work in occupations related to the field of marketing education.

- More than 83 percent of all graduates are either satisfied or very satisfied with the marketing education courses they completed while in high school. Over 79 percent of all employers rate the graduates working for them as having good to very good occupational competence.

- While only 57 percent of the employers of one-year male graduates and 60 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise, 100 percent of employers of five-year male graduates and 89 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Almost three-fourths of one-year graduates are part- or full-time students at a postsecondary institution. Only 34 percent of five-year graduates are still in school.

- Approximately 1 out of 10 marketing education graduates have not taken any further education.

- Employers more frequently indicate that they assist the marketing education students by providing work experience work sites: 71 percent of one-year male graduates and 64 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 94 percent of one-year graduates, 96.2 percent of five-year graduates, and 92.3 percent of employers of one-year graduates agree.

TECHNOLOGY EDUCATION

- Most graduates are males: 94 percent of one- and five-year graduates.

- More than 60 percent of one-year graduates and 85 percent of five-year graduates are employed part- or full-time.

- One-year male graduates earn 17 percent more per hour than one-year female graduates, and, five-year male graduates earn 29 percent more per hour than female graduates.

- Over one-third of female and one-half of male one-year graduates work in occupations related to the field of technology education.

- More than 88 percent of all graduates are either satisfied or very satisfied with the technology education courses they completed while in high school. Over one-half of all employers rate the graduates working for them as having good to very good occupational competence.

- While only 63 percent of the employers of one-year male graduates and 33 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise, 76 percent of employers of five-year male graduates and 29 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Almost one-half of one-year graduates are part- or full-time students at a postsecondary institution. Only 10 percent of five-year graduates are still in school.

- Approximately one-fifth of technology education graduates have not taken any further education.

- Employers more frequently indicate that they assist the technology education students by providing work experience work sites: 39 percent of one-year male graduates and 56 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 82.5 percent of one-year graduates, 85.3 percent of five-year graduates, and 89.7 percent of employers of one-year graduates agree.

SPECIAL NEEDS

- Over one-half of all graduates are males: 53.3 percent of one-year graduates and 55.6 percent of five-year graduates.
- More than 71 percent of one- and five-year graduates are employed part- or full-time.
- One- and five-year male graduates earn 23 percent per hour than one-year female graduates.
- Approximately one-half of all graduates work in occupations related to the field of vocational education.
- More than 75 percent of all special needs graduates are either satisfied or very satisfied with the vocational courses they completed while in high school. Over 65 percent of special needs employers rate these graduates working for them as having good to very good occupational competence.
- While only 54 percent of the employers of one-year male graduates and 51 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise, 60 percent of employers of five-year male graduates and 55 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.
- Over one-third of one-year special needs graduates are part- or full-time students at a postsecondary institution. Only 14 percent of five-year graduates are still in school.
- Approximately one-third of special needs graduates have not taken any further education.

- Employers more frequently indicate that they assist the special needs students by providing work experience work sites: 41 percent of one-year male graduates and 56 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 80.7 percent of one-year graduates, 83.8 percent of five-year graduates, and 85.9 percent of employers of one-year graduates agree.

Table 1
AGRICULTURE EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	100	26	52	13
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	73	50	92	92
unemployed, looking for paid employment	3	8	0	0
average hourly wage	$5.68	$4.50	$7.93	$6.66
JOB RELATEDNESS				
employed in related occupation	71	75	76	75
employed in unrelated occupation	29	25	24	25
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	96	100	87	100
unsatisfied and very unsatisfied	2	0	10	0
should be offered in high school	87	100	77	92
EDUCATIONAL STATUS				
student part- or full-time	55	69	19	15
VTAE program	36	27	21	15
UW-Center program	2	8	2	0
university	21	42	33	23
apprenticeship program	0	0	4	0
on-the-job training	5	0	8	15
private school program	1	0	2	8
not in school/no further training	24	27	35	31
started a university program and transfered to one of the above	0	0	2	8
EDUCATIONAL RELATEDNESS				
student in related VTAE program	27	15	14	8
student in related university program	15	35	15	15
student in other related program	3	4	2	15
student in unrelated program	21	19	25	23

Table 2

EMPLOYERS OF AGRICULTURE EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	23	3	14	4
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	74	100	93	100
acceptable	26	0	7	0
poor/very poor	0	0	0	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	74	100	71	50
not sure	22	0	21	50
no	4	0	0	0
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	26	67	36	0
some preference	48	0	57	100
no preference	26	33	7	0
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	9	0	14	0
recommending equipment/materials to be used	22	0	14	0
providing equipment/materials/donations	39	0	21	0
providing facilities	9	0	14	25
providing vocational students with work experience	48	33	36	50
serving on advisory committees	30	0	14	0
providng teachers with work experience	4	0	0	25
releasing employees to teach vocational courses	0	0	7	0
partnerships	9	0	0	0

Table 3

BUSINESS EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	232	590	99	384
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	45	65	79	87
unemployed, looking for paid employment	3	4	1	2
average hourly wage	$4.86	$4.76	$7.29	$7.05
JOB RELATEDNESS				
employed in related occupation	40	51	54	66
employed in unrelated occupation	60	49	46	34
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	87	91	83	90
unsatisfied and very unsatisfied	4	3	10	4
should be offered in high school	83	88	91	94
EDUCATIONAL STATUS				
student part- or full-time	82	71	48	25
VTAE program	9	24	18	32
UW-Center program	16	9	9	6
university	62	41	65	37
apprenticeship program	0	0	6	0
on-the-job training	0	1	8	9
private school program	0	3	1	3
not in school/no further training	9	19	7	17
started a university program and transfered to one of the above	0	0	8	4
EDUCATIONAL RELATEDNESS				
student in related VTAE program	4	17	9	22
student in related university program	47	23	37	19
student in other related program	1	3	6	7
student in unrelated program	36	35	40	29

Table 4

EMPLOYERS OF BUSINESS EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	36	163	27	111
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	89	82	96	91
acceptable	11	15	4	8
poor/very poor	0	3	0	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	75	64	74	81
not sure	25	26	22	14
no	0	8	4	3
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	36	38	26	43
some preference	58	41	44	35
no preference	6	19	30	17
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	3	9	11	8
recommending equipment/materials to be used	8	10	15	9
providing equipment/materials/donations	11	20	19	15
providing facilities	17	17	4	14
providing vocational students with work experience	47	58	44	38
serving on advisory committees	11	19	15	16
providng teachers with work experience	0	9	11	7
releasing employees to teach vocational courses	3	6	7	6
partnerships	8	6	7	2

Table 5

HEALTH OCCUPATIONS GRADUATES

	One-Year		Five-Year	
	Male	Female	Male	Female
NUMBER OF GRADUATES	0	0	1	11
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time			100	82
unemployed, looking for paid employment			0	9
average hourly wage			$0.00	$7.20
JOB RELATEDNESS				
employed in related occupation			0	46
employed in unrelated occupation			100	36
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied			100	73
unsatisfied and very unsatisfied			0	27
should be offered in high school			100	73
EDUCATIONAL STATUS				
student part- or full-time			0	9
VTAE program			0	46
UW-Center program			0	0
university			0	18
apprenticeship program			100	0
on-the-job training			100	27
private school program			0	0
not in school/no further training			0	9
started a university program and transfered to one of the above			0	9
EDUCATIONAL RELATEDNESS				
student in related VTAE program			0	9
student in related university program			0	18
student in other related program			0	9
student in unrelated program			100	36

Table 6

EMPLOYERS OF HEALTH OCCUPATIONS GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	0	0	1	3
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good			0	33
acceptable			0	33
poor/very poor			100	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes			0	33
not sure			100	0
no			0	0
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference			0	33
some preference			0	33
no preference			100	0
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses			100	0
recommending equipment/materials to be used			100	0
providing equipment/materials/donations			0	0
providing facilities			0	0
providing vocational students with work experience			100	0
serving on advisory committees			0	0
providng teachers with work experience			0	0
releasing employees to teach vocational courses			100	33
partnerships			0	0

Table 7

FAMILY AND CONSUMER EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	Female	Male	Female
NUMBER OF GRADUATES	23	238	7	112
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	65	74	100	81
unemployed, looking for paid employment	9	4	0	7
average hourly wage	$5.11	$4.70	$4.69	$7.04
JOB RELATEDNESS				
employed in related occupation	40	45	14	58
employed in unrelated occupation	60	55	86	42
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	96	87	43	80
unsatisfied and very unsatisfied	4	5	29	9
should be offered in high school	83	89	86	83
EDUCATIONAL STATUS				
student part- or full-time	52	58	29	11
VTAE program	30	29	43	45
UW-Center program	9	7	0	1
university	22	28	14	18
apprenticeship program	0	0	14	2
on-the-job training	9	0	0	15
private school program	0	2	0	4
not in school/no further training	26	28	29	19
started a university program and transfered to one of the above	0	0	0	3
EDUCATIONAL RELATEDNESS				
student in related VTAE program	22	17	14	21
student in related university program	4	10	0	6
student in other related program	0	2	14	13
student in unrelated program	35	37	29	35

Table 8

EMPLOYERS OF FAMILY AND CONSUMER EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	5	76	0	29
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	80	74		90
acceptable	20	21		7
poor/very poor	0	5		3
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	60	54		79
not sure	20	32		10
no	20	9		3
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	0	38		41
some preference	100	42		41
no preference	0	18		17
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	0	11		7
recommending equipment/materials to be used	0	4		0
providing equipment/materials/donations	40	11		15
providing facilities	0	15		11
providing vocational students with work experience	20	54		22
serving on advisory committees	0	16		44
providng teachers with work experience	0	11		0
releasing employees to teach vocational courses	20	8		11
partnerships	20	3		4

Table 9

MARKETING EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	64	103	18	35
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	67	67	67	80
unemployed, looking for paid employment	3	3	6	11
average hourly wage	$5.37	$4.91	$8.95	$6.87
JOB RELATEDNESS				
employed in related occupation	68	69	33	66
employed in unrelated occupation	32	31	66	33
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	94	94	83	94
unsatisfied and very unsatisfied	2	2	11	3
should be offered in high school	91	96	94	97
EDUCATIONAL STATUS				
student part- or full-time	69	79	45	29
VTAE program	16	20	33	37
UW-Center program	13	7	11	9
university	48	55	44	40
apprenticeship program	0	0	0	3
on-the-job training	0	2	6	14
private school program	2	0	0	3
not in school/no further training	14	15	6	17
started a university program and transfered to one of the above	0	0	6	6
EDUCATIONAL RELATEDNESS				
student in related VTAE program	6	18	11	17
student in related university program	47	40	28	26
student in other related program	2	4	0	3
student in unrelated program	23	22	44	26

Table 10

EMPLOYERS OF MARKETING EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	14	25	1	9
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	79	92	100	89
acceptable	21	8	0	11
poor/very poor	0	0	0	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	57	60	100	89
not sure	29	28	0	0
no	0	8	0	11
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	43	32	0	33
some preference	50	60	0	56
no preference	7	8	100	11
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	7	0	0	11
recommending equipment/materials to be used	0	0	0	11
providing equipment/materials/donations	7	8	0	11
providing facilities	29	4	0	11
providing vocational students with work experience	71	64	0	33
serving on advisory committees	14	32	0	0
providng teachers with work experience	7	0	0	0
releasing employees to teach vocational courses	7	0	0	22
partnerships	0	4	0	0

Table 11

TECHNOLOGY EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	549	35	319	20
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	75	60	90	85
unemployed, looking for paid employment	3	9	2	5
average hourly wage	$5.61	$4.80	$9.15	$7.09
JOB RELATEDNESS				
employed in related occupation	51	37	62	78
employed in unrelated occupation	49	63	38	22
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	89	91	88	100
unsatisfied and very unsatisfied	7	3	5	0
should be offered in high school	83	80	85	95
EDUCATIONAL STATUS				
student part- or full-time	46	49	13	10
VTAE program	23	14	32	25
UW-Center program	4	0	3	5
university	22	31	20	35
apprenticeship program	3	0	6	10
on-the-job training	4	3	19	20
private school program	3	3	4	5
not in school/no further training	30	34	23	20
started a university program and transfered to one of the above	0	0	2	0
EDUCATIONAL RELATEDNESS				
student in related VTAE program	22	9	28	15
student in related university program	15	20	10	15
student in other related program	7	3	13	15
student in unrelated program	13	23	18	25

Table 12

EMPLOYERS OF TECHNOLOGY EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	108	9	79	7
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	72	67	90	57
acceptable	23	33	10	29
poor/very poor	4	0	0	14
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	63	33	76	29
not sure	28	33	20	43
no	7	22	3	14
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	43	22	44	43
some preference	38	56	44	43
no preference	19	22	8	14
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	10	22	25	29
recommending equipment/materials to be used	9	0	24	29
providing equipment/materials/donations	22	56	29	29
providing facilities	11	11	18	29
providing vocational students with work experience	39	56	27	57
serving on advisory committees	17	22	27	29
providng teachers with work experience	9	0	11	14
releasing employees to teach vocational courses	7	0	11	0
partnerships	2	11	6	0

Table 13

SPECIAL NEEDS GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	204	178	79	63
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	77	71	91	79
unemployed, looking for paid employment	7	12	5	5
average hourly wage	$5.75	$4.67	$7.68	$6.25
JOB RELATEDNESS				
employed in related occupation	51	41	54	56
employed in unrelated occupation	49	59	46	44
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	82	85	75	76
unsatisfied and very unsatisfied	8	5	8	13
should be offered in high school	77	85	80	89
EDUCATIONAL STATUS				
student part- or full-time	35	40	8	14
VTAE program	22	22	24	30
UW-Center program	3	6	0	2
university	14	15	8	18
apprenticeship program	2	0	5	0
on-the-job training	4	1	11	11
private school program	2	3	4	6
not in school/no further training	39	42	41	29
started a university program and transfered to one of the above	0	0	1	1
EDUCATIONAL RELATEDNESS				
student in related VTAE program	12	14	17	18
student in related university program	6	5	6	2
student in other related program	4	2	8	10
student in unrelated program	13	17	10	16

Table 14

EMPLOYERS OF SPECIAL NEEDS GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	37	41	20	11
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	65	76	80	73
acceptable	27	17	20	18
poor/very poor	5	7	0	9
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	54	51	60	55
not sure	27	34	35	27
no	14	12	5	18
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	38	51	25	18
some preference	43	32	45	55
no preference	16	17	25	27
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	3	15	15	9
recommending equipment/materials to be used	5	7	20	27
providing equipment/materials/donations	14	15	25	36
providing facilities	8	10	5	36
providing vocational students with work experience	41	56	25	27
serving on advisory committees	11	17	10	27
providng teachers with work experience	11	2	5	9
releasing employees to teach vocational courses	5	7	0	0
partnerships	5	5	5	18

CHAPTER 11

CONCLUSIONS

Introduction

Data collected from the forty-three schools who participated in the fourth year of Wisconsin's FY88-FY91 vocational program evaluation cycle, gave a positive picture of the value and effectiveness of secondary vocational education in Wisconsin. Data gathered from graduates, employers of graduates, students, staff, parents, advisory committee members and school board members include the following evaluation results which can be considered strengths of the vocational program.

Evidence of Graduate Success

Over 73 percent of one-year IPC graduates go into the work force immediately after graduation. Twenty-two percent are full-time students compared to 32.9 percent of Sequence graduates. Graduates who have taken fewer vocational courses (Sequence) and graduates who have taken no vocational courses (general education) are less likely to work part- or full-time immediately after graduation. More of them are full-time students.

After five years, the percentage of Sequence graduates as full-time students is slightly higher than IPC graduates. Employment part- or full-time is over 85 percent for vocationally trained graduates.

Unemployment rates (for those looking for paid employment) is consistently low for IPC and Sequence graduates. Only 3.9 percent of IPC and 2.3 percent of Sequence graduates five years out of high school are unemployed.

Sixty percent of one-year IPC graduates and 73 percent of five-year IPC graduates are working in fields related to their high school vocational preparation.

Over 93 percent of IPC and 83 percent of Sequence graduates are satisfied and very satisfied with their vocational courses. Over 86 percent of one-year and 92 percent of five-year IPC graduates feel vocational courses should be part of high school curriculum. Five years after graduation, 80.3 percent of general education graduates answered yes to this item, a change from the response of 74.6 percent one year out of high school.

Hourly wage earned by IPC graduates ($5.22) is higher than Sequence graduates ($4.94) one-year after graduation. One -year female graduates earn 87 percent of male wages one year after graduation ($4.76 to $5.41). By the fifth year after high school graduation, females are earning approximately 83 percent of male wages ($7.05 to $8.50).

At five years, over 53 percent of vocationally trained IPC graduates have received job promotions; over 68 percent have changed jobs one or more times since graduation. Vocational graduates also report that general job skills and math skills used in vocational education have been of greatest value in their present job. The value of specific job skills learned in high school is lower. General preparation skills rank third in value five years after graduation.

High school preparation in applying basic skills to every day problems and understanding the value and importance of work received top rating from one-year IPC graduates. Getting along with other workers also rated high. Concerning career planning assistance, IPC graduates gave the highest rating to how to find/apply for a job. IPC graduates cited vocational instructors and parents as providing the most help in career planning.

Employer Perspective on Graduates

Eighty-two and 81 percent of the employers of IPC one- and five-year graduates prefer to hire persons who are vocationally trained. However, 39 percent of IPC and 44 percent of Sequence graduates are rated about the same in preparation as other employees in that wage group who did not receive vocational training.They rate attitudes toward on-the-job training as exceptionally high.

Employers rate one- and five-year IPC and Sequence graduates above adequately prepared in work quantity, work quality, work attitude, occupational knowledge and occupational skills. In basic skill preparation, employers give five-year IPC and Sequence graduates slightly higher ratings in all but computer literacy, where one-year IPC and Sequence graduates rated higher.

Over 86 percent of one-year IPC and Sequence employers feel that vocational courses including career exploration and the development of saleable job skills should be part of the high school curriculum. Employers provide assistance to vocational programs in many ways. Providing vocational students with work experience is done most often. Assistance in the form of partnerships appears infrequently.

Students (grades 6-9 and 9-12) Vocational Interests and Plans

Grade 10 is the largest responding group on the high school survey and grade 8 on the middle/junior high school survey. Business education and technology education represent the largest subgroups of twelfth graders. When all students (grades 9-12) indicate their career interests, business education and technology education are again the largest subgroup.

When students plan to go to school after graduation, over one-half plan to attend a four-year university. One out of five plan to attend a VTAE program. One-third plan to work and attend school and almost one-half plan on just going to school. When students' post-high school plans are analyzed by program area, health occupations, family and consumer education and marketing education students show a higher percentage of going to work and attending school. Agriculture education and health occupations students show the highest preference to work (only).

Seven out of ten vocational students (grades 9-12) are satisfied and very satisfied with the job training preparation. By program area, marketing education and agriculture education students are most satisfied with their job training preparation.

The main reason that academic and vocational students (grades 9-12) did not take vocational courses this year, was that they could not fit vocational courses into their schedule because of required courses. Secondly, vocational courses related to their career interests were not available.

In grades 6-9, students have taken courses most frequently in technology education and family and consumer education. Three out of five males have taken technology education and three out of five females have taken family and consumer education. Over one out of ten students have taken business education.

Over one-half of middle/junior high school students are able to fit vocational courses into their class schedules. Two out of five middle/junior high school students are seldom and never able to take vocational courses.

Middle/junior high students most often indicated that their math teachers showed how math could be applied to a variety of jobs, than English teachers showing how English or science teachers showing how science can be applied to jobs.

Students most often plan their high school classes based on their own interests. To a lesser degree, on their abilities and what they need to attend college and to get a job. Fewer than one out of ten students choose classes based on what their parents say.

Staff Involvement in Vocational Education

Seven out of ten vocational staff say they are aware of a written district vocational education philosophy. Three out of five feel that vocational goals and objectives are achievable, and that progress has been made on implementing previous evaluation recommendations. Forty-one percent say that follow-up studies are used to provide feedback for program improvement.

Student needs, interests and ability are assessed by 85.2 percent of vocational staff. Student job skill needs and facility/equipment needs are assessed by approximately 61 percent. Labor market needs are assessed by less than half of the respondents.

When male/female enrollment is not balanced, vocational staff most often use curriculum revision and changing course titles to prevent bias and discrimination. Staff in-service is used by approximately 15 percent. Thirty-one percent report they are not aware of steps taken to prevent bias and discrimination. Over one-half of vocational staff respondents say there are administration policies and procedures requiring nondiscrimination and equal access. Forty-two percent say there is information available on the needs of males and females.

Sixty-one percent of vocational staff, in the last two years, have modified methods, materials or content to meet individual learner needs. Fifty-four percent have attended an in-service on how to better serve disadvantaged and handicapped learners.

Eighty-seven percent of vocational staff have participated in conferences and conventions; 74.7 percent have attended workshops; and 70.2 percent have membership in a professional organization. Eighty-four percent said they learned about new developments in their discipline; 61 percent cited use of computers in their work, and 63 percent reported learning new teaching techniques.

Advisory Committee Activities

On a scale of 1 (strongly disagree) to 5 (strongly agree) advisory committee members rate identifying specific occupational skills at 3.87, identifying community needs at 3.77, new skills and technologies at 3.67 and local labor market needs at 3.67. Advisory committee members report that students are being prepared for future-oriented occupations (3.82), community resources are used effectively (3.79), facilities are adequate (3.52) and that students are being prepared for nontraditional occupations (3.37).

Parents' Perception of Vocational Education

Seventy-eight percent of parents of IPC graduates were satisfied and very satisfied with the help given their child in making a career choice. Eighty-five percent were satisfied and very satisfied with the education and preparation their child received for this career choice. Ninety-one percent say that vocational courses should be part of the high school curricula. Sixty-nine percent of parents of IPC graduates and 59 percent of parents of sequence graduates said their child was able to enter vocational courses related to his/her career choice.

Over two-thirds of parents of IPC graduates say their child has received career seeking skills and preparation for future/oriented occupations. Twenty-five percent say they are not sure if students are being prepared for nontraditional occupations.

Articulation in Program Components

Vocational staff members feel they articulate with vocational instructors and/or four-year universities most often in professional development experiences. They articulate least often in sharing staff, placement services and employer follow-up.

Over one-half of the respondents feel secondary graduates have the skills and knowledge needed to enter post-secondary training.

Board of Education

Board of education members showed a high agreement in: appropriateness to offer vocational education in high school, importance to provide students with vocational courses as well as other educational opportunities, and their community provides a variety of vocational programs to fit abilities of noncollege students. They showed less agreement in: an increase in vocational education, a high school vocational education graduate is impressive, and that most vocational programs offered today are up-to-date.

Appendix A

SURVEY INSTRUMENTS

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CVTAE/DPI | **GRADUATE - ONE-YEAR FOLLOW-UP STUDY** | **Form B1**
III 7294.B1-1 | Secondary Vocational Program Evaluation | *Page 1*

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of all graduates. Your honest input will be appreciated.

Student Name
High School
Area of High School Vocational Preparation

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.
   - (1) ____ employed FULL time in a nonmilitary occupation.
   - (2) ____ employed FULL time in the military service.
   - (3) ____ employed PART time--not in school.
   - (4) ____ employed PART time while in school.
   - (5) ____ full-time student--not employed. *(If checked go to #15.)*
   - (6) ____ unemployed but looking for paid employment. *(If checked go to #15.)*
   - (7) ____ unemployed, not looking for paid employment. *(If checked go to #15.)*

7. Do you own or operate your own business?
   - (1) ____ Yes, full-time
   - (2) ____ Yes, part-time
   - (3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)
$____________/hour
If you are not paid on an hourly basis, please respond as follows:
__________ $ amount
____________________ number of hours per pay period

9. (1) Job Title ____________________
(2) Job Duties ____________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)
   - (1) ____ Yes ____________________
   - (2) ____ No *(your signature)*

11. Supervisor's name: ____________________
Business name: ____________________
Address: ____________________
____

12. Did your high school preparation help you to obtain your present job? *(Check one)*
   - (1) ____ Considerably
   - (2) ____ Somewhat
   - (3) ____ Very little
   - (4) ____ None

13. Is this job related to your area of high school vocational preparation? *(Check one)*
   - (1) ____ directly related *(in same job area as high school training)*
   - (2) ____ somewhat related *(using some skills learned in high school courses)*
   - (3) ____ not related

(For School Use)

1.

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO
1	2	3

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

14. What parts of your high school job training preparation have been of greatest value in your present job? *(Check all that apply)*
   - (1) ____ General job skills
   - (2) ____ Specific job skills
   - (3) ____ Career awareness
   - (4) ____ General preparation
   - (5) ____ English skills used in vocational classes
   - (6) ____ Math skills used in vocational classes
   - (7) ____ Science skills used in vocational classes
   - (8) ____ Computer skills
   - (9) ____ Other ____________________

15. How do you feel about the vocational courses you took at your high school? *(Check one)*
   - (1) ____ I was very Satisfied
   - (2) ____ I was Satisfied
   - (3) ____ I was UNsatisfied
   - (4) ____ I was very UNsatisfied
   - (5) ____ I did not take any vocational courses
   Why? ____________________

16. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?
   - (1) ____ Yes
   - (2) ____ Not sure
   - (3) ____ No

17. I am currently attending the following school/educational program? *(Check one)*
   - (1) ____ a vocational-technical school diploma program one-year or less
   - (2) ____ a vocational-technical school two-year associate degree program
   - (3) ____ a two-year UW-Center program
   - (4) ____ a four-year university or college program
   - (5) ____ an apprenticeship program
   - (6) ____ an in-service or on-the-job training program
   - (7) ____ private school program
   - (8) ____ I am not attending school
   - (9) ____ other

18. If you checked a school/educational program in #17, please list your current program/area of training
____
Name of current program/area of training
____
Name of School

1	2	3	4	5

Please turn page

In general, how adequate was your high school preparation in the following situations or life skills: *(Please circle number 5, 4, 3, 2, or 1 for each statement.)*

	More Than Adequate		Adequate		Not Adequate
19. Seeking a job	5	4	3	2	1
20. Learning specific job skills	5	4	3	2	1
21. Learning specific job knowledge	5	4	3	2	1
22. Getting along with other workers	5	4	3	2	1
23. Being able to talk to the boss about your problems	5	4	3	2	1
24. Understanding the value and importance of work	5	4	3	2	1
25. Solving problems on the job	5	4	3	2	1
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)	5	4	3	2	1
27. Understanding how a business makes a profit	5	4	3	2	1
28. Understanding alternatives for solving home and family related problems	5	4	3	2	1
29. Understanding child growth and development and parenting responsibilities	5	4	3	2	1
30. Managing career responsibilities with home and family responsibilities	5	4	3	2	1
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to every day problems	5	4	3	2	1

In general, how adequate was the career planning assistance and information you received at your high school? *(Please circle number 5, 4, 3, 2, or 1 for each statement).*

	More Than Adequate		Adequate		Not Adequate
32. Determining my skills, interests and abilities	5	4	3	2	1
33. Opportunity to hear speakers from the world of work	5	4	3	2	1
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
35. New and/or future oriented occupations	5	4	3	2	1
36. Jobs held by primarily males or primarily females	5	4	3	2	1
37. Occupations which have local job opportunities	5	4	3	2	1
38. Jobs which become outdated, overcrowded or offer no opportunities for advancement	5	4	3	2	1
39. Post-high school vocational education opportunities related to my career goal.	5	4	3	2	1
40. Job alternatives related to my career goal	5	4	3	2	1
41. How to find a job/how to apply for a job	5	4	3	2	1
42. How to start a business	5	4	3	2	1

During my high school career I have received help in studying and planning for a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement.)*

	Very Helpful				Not at all Helpful
43. Instructors: vocational	5	4	3	2	1
44. Instructors: academic	5	4	3	2	1
45. Instructors: technical school	5	4	3	2	1
46. Counselors (guidance staff)	5	4	3	2	1
47. Friends/classmates	5	4	3	2	1
48. Parents	5	4	3	2	1
49. Relatives	5	4	3	2	1
50. Employers	5	4	3	2	1
51. Job Service	5	4	3	2	1
52. Newspapers/magazines/television	5	4	3	2	1
53. Other (please list) ____________	5	4	3	2	1

What additional skills and knowledge could you have used as you went from high school to work or further education?

____

____

____

____

____

____

____

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

CVTAE/DPI
III 7295.B2-1

GRADUATE - FIVE-YEAR FOLLOW-UP STUDY
Secondary Vocational Program Evaluation

Form B2
Page 1

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of all graduates. Your honest input will be appreciated.

Student Name

High School

Area of High School Vocational Preparation

(For School Use)

1. IPC | SEQUENCE | GE
2. AG 1 | BE 2 | HO 3 | HE 4 | ME 5 | TE 6
3. H 1 | DL 2 | DO 3
4. AIN 1 | API 2 | BNH 3 | HIS 4 | WNH 5

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.

(1) ____ employed FULL time in a nonmilitary occupation.
(2) ____ employed FULL time in the military service.
(3) ____ employed PART time--not in school.
(4) ____ employed PART time while in school.
(5) ____ full-time student--not employed. *(If checked go to #15.)*
(6) ____ unemployed but looking for paid employment. *(If checked go to #15.)*
(7) ____ unemployed, not looking for paid employment. *(If checked go to #15.)*

7. Do you own or operate your own business?

(1) ____ Yes, full-time
(2) ____ Yes, part-time/second income
(3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)

$____________/hour

If you are not paid on an hourly basis, please respond as follows:

__________ $ amount
____________________ number of hours per pay period

9. (1) Job Title ______________________________
(2) Job Duties ______________________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)

(1) ____ Yes ______________________________
(2) ____ No *(your signature)*

11. Supervisor's name: ______________________________
Business name: ______________________________
Address: ______________________________
____

12. Is this job related to your area of high school vocational preparation? *(Check one)*

(1) ____ directly related *(in same job area as high school training)*
(2) ____ somewhat related *(using some skills learned in high school courses)*
(3) ____ not related

13. Did your high school preparation help you to obtain your present job? *(Check one)*

(1) ____ Considerably
(2) ____ Somewhat
(3) ____ Very little
(4) ____ None

14. What parts of your high school job training preparation have been of greatest value in your present job? *(Check all that apply)*

(1) ____ General job skills
(2) ____ Specific job skills
(3) ____ Career awareness
(4) ____ General preparation
(5) ____ English skills used in vocational classes
(6) ____ Math skills used in vocational classes
(7) ____ Science skills used in vocational classes
(8) ____ Computer skills
(9) ____ Other ______________________________

15. How do you feel about the vocational courses you took at your high school? *(Check one)*

(1) ____ I was very Satisfied
(2) ____ I was Satisfied
(3) ____ I was UNsatisfied
(4) ____ I was very UNsatisfied
(5) ____ I did not take any vocational courses
Why? ______________________________

16. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

17. Since leaving high school, *(Check all that apply)*

(1) ____ I have received one or more job promotions
(2) ____ I have changed jobs one or more times
(3) ____ I am doing the same work that I did immediately following high school graduation

18. Since leaving high school, I have completed or am presently enrolled in: *(Check all that apply)*

(1) ____ a vocational-technical school diploma program one-year or less
(2) ____ a vocational-technical school two-year associate degree program
(3) ____ a two-year UW-Center program
(4) ____ a four-year university system or college program
(5) ____ an apprenticeship program
(6) __✓__ an in-service or on-the-job training program
(7) ____ private school program
(8) ____ started a four-year university program and transferred to one of the above
(9) ____ I have not taken any additional training
(10) ____ other

19. If you checked a school/educational program in #18, please list your current program/area of training

____
Name of current program/area of training

____
Name of school

1 | 2 | 3 | 4 | 5

... please turn page

20. Would you recommend high school vocational courses to others?

(1) Yes. Which ones? __________

____

____

____

(2) No. Why? ______________

____

____

____

What new skills, knowledge and equipment should be considered for our vocational preparation program?

____

____

____

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

Wisconsin Department of Public Instruction

SECONDARY VOCATIONAL PROGRAM EVALUATION

PROJECT

Herbert J. Grover,
State Superintendent

Richard Dignan, Director
Bureau for Vocational
Education

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

CVTAE/DPI
III 7296.B3-1

STUDENT - NON-COMPLETER FOLLOW-UP STUDY
Secondary Vocational Program Evaluation

Form B3
Page 1

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of vocational graduates. Your honest input will be appreciated. Start with item 5.

Student Name
High School
Area of High School Vocational Preparation

(For School Use)

1.

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO
1	2	3

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.

(1) ____ employed FULL time in a nonmilitary occupation.
(2) ____ employed FULL time in the military service.
(3) ____ employed PART time--not in school.
(4) ____ employed PART time while in school.
(5) ____ full-time student--not employed. *(If checked go to #13)*
(6) ____ unemployed but looking for paid employment. *(If checked go to #13.)*
(7) ____ unemployed, not looking for paid employment. *(If checked go to #13.)*

7. Do you own or operate your own business?

(1) ____ Yes, full-time
(2) ____ Yes, part-time/second income
(3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)

$____________/hour

If you are not paid on an hourly basis, please respond as follows:

__________ $ amount
____________________ number of hours per pay period

9. (1) Job Title ____________________
(2) Job Duties ____________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)

(1) ____ Yes ____________________
(2) ____ No *(your signature)*

11. Supervisor's name: ____________________
Business name: ____________________
Address: ____________________
____

12. Is this job related to your area of high school vocational preparation? *(Check one)*

(1) ____ directly related *(in same job area as high school training)*
(2) ____ somewhat related *(using some skills learned in high school courses)*
(3) ____ not related

13. What is the highest grade level you completed in high school?

(1) ____ 9th grade
(2) ____ 10th grade
(3) ____ 11th grade
(4) ____ 12th grade

14. How do you feel about the vocational courses you took at your high school? *(Check one)*

(1) ____ I was very Satisfied
(2) ____ I was Satisfied
(3) ____ I was UNsatisfied
(4) ____ I was very UNsatisfied
(5) ____ I did not take any vocational courses
Why? ____________________

15. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

16. Reasons for leaving high school vocational program. *(Check all that apply)*

(1) ____ Got a job
(2) ____ Changed to another school
(3) ____ School was too difficult
(4) ____ School was boring
(5) ____ School was not related to my career goals
(6) ____ Got married
(7) ____ Conflict with school staff
(8) ____ Illness
(9) ____ Family/personal problems
(10) ____ Other (Please specify) ____________________
____

17. Since leaving high school I have enrolled for further education in: *(Check all that apply)*

(1) ____ another high school
(2) ____ a vocational-technical school diploma program one year or less
(3) ____ a vocational-technical school two-year associate degree program
(4) ____ a two-year UW-Center program
(5) ____ a four-year university system or college program
(6) ____ a GED (High School Equivalency) program
(7) ____ an apprenticeship program
(8) ____ an in-service or on-the-job training program
(9) ____ I have not taken any additional training
(10) ____ other

18. If you have checked a school/educational program in #17, please list your current program/area of training

____
Name of current program/area of training

1	2	3	4	5

BEST COPY AVAILABLE

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return

CVTAE/DPI **EMPLOYER - ONE-YEAR FOLLOW-UP STUDY** **Form C1**
III 7297 C1-1 Secondary Vocational Program Evaluation *Page 1*

Dear Supervisor/Employer,

We are in the process of evaluating our school district's vocational programs and have received written waiver from your employee to contact you. Since this will provide valuable data for our district with respect to program improvement as well as job and educational preparedness of graduates your honest input is vital. Your cooperation will be appreciated. No student, employer or identifiers will be presented in our reports. Start with item 7.

Employee
High School
Area of High School Vocational Preparation

(For School Use)

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DD

4.

Male	Female
Graduate	

5.

FT	PT
Graduate	

6.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

Please rate the individual in the following areas: ***(Circle the appropriate responses)***

START HERE

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)
7. Occupational knowledge	5	4	3	2	1
8. Occupational skills	5	4	3	2	1
9. Work attitude	5	4	3	2	1
10. Work quality	5	4	3	2	1
11. Work quantity (amount produced)	5	4	3	2	1

In the following areas of basic skills, how well prepared was this employee? ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
12. Reading	5	4	3	2	1	0
13. Spelling	5	4	3	2	1	0
14. Computer literacy	5	4	3	2	1	0
15. Math	5	4	3	2	1	0
16. Science	5	4	3	2	1	0
17. Writing	5	4	3	2	1	0
18. Speaking	5	4	3	2	1	0
19. Listening	5	4	3	2	1	0
20. Problem solving	5	4	3	2	1	

Please turn page

Please rate this employee on each of the characteristics listed below. ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
21. Use of tools and equipment	5	4	3	2	1	0
22. Selection and care of space, materials, and supplies	5	4	3	2	1	0
23. Ability to work with co-workers	5	4	3	2	1	0
24. Accepting advice and supervision	5	4	3	2	1	0
25. Working in a leadership role when applicable	5	4	3	2	1	0
26. Understanding the value and importance of work	5	4	3	2	1	0
27. Prompt and dependable in attendance	5	4	3	2	1	0
28. Willing to accept and perform tasks	5	4	3	2	1	0
29. Ability to plan and direct own work	5	4	3	2	1	0
30. Ability to make sound decisions	5	4	3	2	1	0
31. Shows consideration and kindness towards others	5	4	3	2	1	0
32. Neat, clean, and appropriate appearance	5	4	3	2	1	0
33. Flexibility to accept change	5	4	3	2	1	0
34. Ability to learn new job tasks	5	4	3	2	1	0

35. What is your overall rating of this individual's occupational competence as it relates to his/her job?

(5) ____ Very Good
(4) ____ Good
(3) ____ Acceptable
(2) ____ Poor
(1) ____ Very Poor

36. How would you rate this employee's preparation in relation to other employees in his or her work group?

(3) ____ Individual is better prepared
(2) ____ Both are about the same
(1) ____ Individual is less prepared
(0) ____ No basis for comparison

37. What has been this employee's attitude toward on-the-job training?

(5) ____ Very positive, eager to learn
(4) ____ Positive, willing to learn
(3) ____ Acceptant, but needs prodding
(2) ____ Negative, resists training
(1) ____ No training has been offered

38. If the opportunity should arise, would you promote this employee?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training?

(3) ____ A good deal of preference
(2) ____ Some preference
(1) ____ No preference

40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

41. In which of the following ways does your business work with secondary schools to support education? *(Please check all that apply)*

(1) ____ Suggesting new vocational courses
(2) ____ Recommending equipment and materials to be used
(3) ____ Providing equipment/materials/donations
(4) ____ Providing facilities
(5) ____ Providing vocational students with work experience
(6) ____ Serving on advisory committees
(7) ____ Providing teachers with work experience
(8) ____ Releasing employees to teach vocational courses
(9) ____ Partnerships

Please comment on:

(1) Additional skills you feel are needed by graduates

____

____

(2) How high school vocational programs could be improved

____

____

(3) What new technologies are coming into your work place

____

____

CVTAE/DPI | **EMPLOYER - FIVE-YEAR FOLLOW-UP STUDY** | **FORM C2**
III 7298.C2-1 | Secondary Vocational Program Evaluation | *Page 1*

Dear Supervisor/Employer,

We are in the process of evaluating our school district's vocational programs and have received written waiver from your employee to contact you. Since this will provide valuable data for our district with respect to program improvement as well as job and educational preparedness of graduates your honest input is vital. Your cooperation will be appreciated. No student, employer or identifiers will be presented in our reports. Start with item 7.

Employee
High School
Area of High School Vocational Preparation

(For School Use)

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO

4.

Male	Female
Graduate	

5.

FT	PT
Graduate	

6.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

Please rate the individual in the following areas: ***(Circle the appropriate responses)***

START HERE

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)
7. Occupational knowledge	5	4	3	2	1
8. Occupational skills	5	4	3	2	1
9. Work attitude	5	4	3	2	1
10. Work quality	5	4	3	2	1
11. Work quantity (amount produced)	5	4	3	2	1

In the following areas of basic skills, how well prepared was this employee? ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
12. Reading	5	4	3	2	1	0
13. Spelling	5	4	3	2	1	0
14. Computer literacy	5	4	3	2	1	0
15. Math	5	4	3	2	1	0
16. Science	5	4	3	2	1	0
17. Writing	5	4	3	2	1	0
18. Speaking	5	4	3	2	1	0
19. Listening	5	4	3	2	1	0
20. Problem solving	5	4	3	2	1	0

Please turn page

CVTAE/DPI **EMPLOYER - FIVE-YEAR FOLLOW-UP STUDY** **Form C2**
III 7298.C2-2 Secondary Vocational Program Evaluation *Page 2*

Please rate this employee on each of the characteristics listed below. ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
21. Use of tools and equipment	5	4	3	2	1	0
22. Selection and care of space, materials, and supplies	5	4	3	2	1	0
23. Ability to work with co-workers	5	4	3	2	1	0
24. Accepting advice and supervision	5	4	3	2	1	0
25. Working in a leadership role when applicable	5	4	3	2	1	0
26. Understanding the value and importance of work	5	4	3	2	1	0
27. Prompt and dependable in attendance	5	4	3	2	1	0
28. Willing to accept and perform tasks	5	4	3	2	1	0
29. Ability to plan and direct own work	5	4	3	2	1	0
30. Ability to make sound decisions	5	4	3	2	1	0
31. Shows consideration and kindness towards others	5	4	3	2	1	0
32. Neat, clean, and appropriate appearance	5	4	3	2	1	0
33. Flexibility to accept change	5	4	3	2	1	0
34. Ability to learn new job tasks	5	4	3	2	1	0

35. What is your overall rating of this individual's occupational competence as it relates to his/her job?

(5) ____ Very Good
(4) ____ Good
(3) ____ Acceptable
(2) ____ Poor
(1) ____ Very Poor

36. If the opportunity should arise, would you promote this employee?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training?

(3) ____ A good deal of preference
(2) ____ Some preference
(1) ____ No preference

38. In which of the following ways does your business work with secondary schools to support education? *(Please check all that apply)*

(1) ____ Suggesting new vocational courses
(2) ____ Recommending equipment and materials to be used
(3) ____ Providing equipment/materials/donations
(4) ____ Providing facilities
(5) ____ Providing vocational students with work experience
(6) ____ Serving on advisory committees
(7) ____ Providing teachers with work experience
(8) ____ Releasing employees to teach vocational courses
(9) ____ Partnerships

Please comment on:

(1) Additional skills you feel are needed by graduates

(2) How high school vocational programs could be improved

(3) What new technologies are coming into your work place

Thank you for responding

CVTAE/DPI | **STUDENT QUESTIONNAIRE** | Form D1
III 7299.D1-1 | Secondary Vocational Program Evaluation | *Page 1*

Grades 9 - 12

Please respond to the following statements on your experiences and interests. Your thoughtful responses will aid in improving your school's job training program.

Student Name
High School
Area of High School Vocational Preparation

(For School Use)

1. VOC ACAD

2. 12th grade only

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3. H DL DO

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

NAME: ______________________________

START HERE

5. I am:

(1) ____ Male
(2) ____ Female

6. The grade I am in is:

(1) ____ 9th
(2) ____ 10th
(3) ____ 11th
(4) ____ 12th

7. I have taken courses in the following vocational programs. *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education
(7) ____ Industrial Education
(8) ____ None of the above

8. The program where my main career interests lie is: *(Check only one)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education
(7) ____ Industrial Education
(8) ____ Other ______________________

9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities:

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

10. This is how I feel about the overall education I am receiving at present

(1) ____ I am very Satisfied
(2) ____ I am Satisfied
(3) ____ I am UNsatisfied
(4) ____ I am very UNsatisfied

11. This is how I feel about the job training preparation I am receiving at present.

(1) ____ I am very Satisfied
(2) ____ I am Satisfied
(3) ____ I am UNsatisfied
(4) ____ I am very UNsatisfied

12. After graduating from high school, I plan to: *(Check only one)*

(1) ____ go to work, *go to #14*
(2) ____ go on to school, *go to #13*
(3) ____ work and attend school, *go to #13*
(4) ____ go into the military, *go to #14*
(5) ____ other (explain) ______________________

13. What type of school are you planning to attend following high school graduation?

(1) ____ a vocational-technical school diploma program one-year or less
(2) ____ a vocational-technical school two-year associate degree program
(3) ____ a two-year UW-Center program
(4) ____ a four-year university system or college program
(5) ____ an apprenticeship program
(6) ____ an in-service or on-the-job training program
(7) ____ military service
(8) ____ private school program
(9) ____ other

____
Name of program/Area of training

14. What job do you plan to enter after high school?

(1) ____ Not sure of job choice at this time *(go on to #17)*
(2) ____ I am planning on entering the following job(s) or career(s):

a. ______________________________
b. ______________________________

15. Are you aware of the qualifications and education needed to get a job in this field/area?

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No
(4) ____ I do not have a job goal at this time

16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school?

(1) ____ Yes
(2) ____ No
(3) ____ I do not have a planned career/school

... please turn page ...

CVTAE/DPI **STUDENT QUESTIONNAIRE** **Form D1**
III 7299.D1-2 Secondary Vocational Program Evaluation *Page 2*

In general, how adequate is the career planning assistance and information you receive at your high school? *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
17. Determining my skills, interests, and abilities	5	4	3	2	1
18. Opportunity to hear speakers from the world of work	5	4	3	2	1
19. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
20. New and/or future-oriented occupations	5	4	3	2	1
21. Jobs held by primarily males or primarily females	5	4	3	2	1
22. Occupations which have local job opportunities	5	4	3	2	1
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement	5	4	3	2	1
24. Post-high school vocational educational opportunities related to my career goal	5	4	3	2	1
25. Job alternatives related to my career goal	5	4	3	2	1
26. How to find a job/how to apply for a job	5	4	3	2	1
27. How to start a business	5	4	3	2	1
28. How our economic system operates	5	4	3	2	1

During my high school career I have received help in studying and planning a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	Very Helpful (5)	(4)	(3)	(2)	Not at all Helpful (1)
29. Instructors: vocational	5	4	3	2	1
30. Instructors: academic	5	4	3	2	1
31. Instructors: technical school	5	4	3	2	1
32. Counselors (guidance staff)	5	4	3	2	1
33. Friends/classmates	5	4	3	2	1
34. Parents	5	4	3	2	1
35. Relatives	5	4	3	2	1
36. Employers	5	4	3	2	1
37. Job Service	5	4	3	2	1
38. Newspapers/magazines/television	5	4	3	2	1
39. Other (please list)________________	5	4	3	2	1

40. If you did not take a vocational course this year, what was your reason? *(Check all that apply)*

(1) ____ Vocational courses related to my career interests were not available
(2) ____ Could not fit into my schedule because of required courses
(3) ____ Vocational courses were not available when I had an open period in my schedule
(4) ____ My parents did not want me to take vocational courses
(5) ____ I am not sure what I want to do after high school. Thus, I did not take vocational courses
(6) ____ I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed
(7) ____ My counselor discouraged me from enrolling
(8) ____ My friends discouraged me from enrolling
(9) ____ The vocational programs (Agriculture, Home Economics, Business Education, Marketing Education, Technology Education, etc.) did not meet my career goals and future plans (i.e., college, etc.)
(10) ____ Other ________________________________

What suggestions do you have for improving the job training program in our school?

____

____

____

... Thank you for responding ...

CVTAE/DPI
III 7300.D3-1

MIDDLE/JUNIOR HIGH STUDENT QUESTIONNAIRE
Secondary Vocational Program Evaluation

Grades 6-9

Form D3
Page 1

Directions: Please respond to the following statements on your experiences and interests.

Student Name
Middle/Junior High School

(For School Use)

1.	H	DL	DO		
2.	AIN	API	BNH	HIS	WNH
	1	2	3	4	5

3. I am:

(1) ____ Male
(2) ____ Female

4. The grade I am in is:

(1) ____ 6th
(2) ____ 7th
(3) ____ 8th
(4) ____ 9th

5. I have taken courses in the following vocational programs: *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology/Industrial Education
(7) ____ None of the above

6. I have filled out a questionnaire or survey about my occupational/ career interests, needs and abilities:

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

7. Have you discussed selecting a career or job in any of your classes?

(1) ____ Yes - several times
(2) ____ Yes - once
(3) ____ No
(4) ____ Not sure

8. How much have you thought about the work you will do when you complete school?

(1) ____ I have selected a career
(2) ____ Considerable - I have collected information and thought about it several times
(3) ____ Some
(4) ____ A little
(5) ____ I have not thought about a career choice

9. Have the courses you have taken in school helped you learn more about jobs and careers?

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No

10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men?

(1) ____ Yes - usually
(2) ____ Sometimes
(3) ____ Not very often
(4) ____ Never

11. Are you aware of the vocational education courses in your local high school? (See item #5 for possible courses)

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No

12. Do you take field trips in your classes that help you learn about different jobs?

(1) ____ Yes - frequently
(2) ____ Yes - sometimes
(3) ____ Seldom
(4) ____ Never

13. Are you able to fit vocational courses into your class schedule? (See item #5 for possible courses)

(1) ____ Yes, most of the time
(2) ____ Yes, some of the time
(3) ____ Seldom
(4) ____ Never

14. Are you satisfied with your school's present course offerings?

(1) ____ Very satisfied
(2) ____ Satisfied
(3) ____ Unsatisfied
(4) ____ Very unsatisfied

15. Do your math teachers show how math can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

16. Do your science teachers show how science can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

17. Do your English teachers show how English can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

18. Is there enough up-to-date equipment in your classrooms?

(1) ____ Yes
(2) ____ No
(3) ____ Don't know

CVTAE/DPI
III 7300.D3- 2

MIDDLE/JUNIOR HIGH STUDENT QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form D3
Page 2

I have received career planning assistance and information in the following areas: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
19. Discovering my skills, interests, and abilities.	5	4	3	2	1
20. Opportunity to hear speakers from the world of work	5	4	3	2	1
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
22. New and/or future-oriented occupations	5	4	3	2	1
23. Jobs held by primarily males or primarily females.	5	4	3	2	1
24. Occupations which have local job opportunities.	5	4	3	2	1
25. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement.	5	4	3	2	1
26. Post-high school vocational education opportunities related to my career goal.	5	4	3	2	1
27. Job alternatives related to my career goal	5	4	3	2	1
28. How to find a job/how to apply for a job	5	4	3	2	1
29. How to start a business.	5	4	3	2	1
30. How our economic system operates	5	4	3	2	1

I have received help in studying and planning a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
31. Instructors: vocational (business education, home economics, technology education, etc.).	5	4	3	2	1
32. Instructors: academic (English, math, science, history, etc.).	5	4	3	2	1
33. Counselors (guidance staff)	5	4	3	2	1
34. Friends/classmates.	5	4	3	2	1
35. Parents.	5	4	3	2	1
36. Relatives.	5	4	3	2	1
37. Employers.	5	4	3	2	1
38. Newspapers/magazines/television	5	4	3	2	1
39. Other (please list) ____________________	5	4	3	2	1

40. Are there courses you desire that are not offered in middle/junior high?

(1) ____ Yes ____________________ courses
(2) ____ No

41. Do you have the chance to talk to any school staff regarding jobs and career possibilities?

(1) ____ Yes
(2) ____ No

42. In your classes, are boys and girls placed in separate groups for activities or projects?

(1) ____ Yes
(2) ____ No

43. Do you participate in any vocational student organizations?

(1) ____ Yes
(2) ____ No
(3) ____ None available

44. I will plan my high school classes based on:

(1) ____ my interests
(2) ____ my abilities
(3) ____ what my friends are taking
(4) ____ what I need for college
(5) ____ what I need to get a good job
(6) ____ haven't asked anyone
(7) ____ what my parents say

Thank you for responding.

CVTAE/DPI
III 7301.E1-1

STAFF QUESTIONNAIRE

Secondary Vocational Program Evaluation

Form E1
Page 1

Please respond to each of the following questions and statements as they relate to your work and responsibilities. There is space at the end of this page for you to add your comments and suggestions.

1. What is your current position? *(Check one)*

(1) ____ Instructor: vocational
(2) ____ Instructor: nonvocational
(3) ____ Instructor: special needs
(4) ____ Counseling/pupil services
(5) ____ Administration/coordination
(6) ____ Other ________________________

2. Are you aware of a written philosophy of vocational education for your district?

(1) ____ Yes
(2) ____ No

3. Given the school district philosophy, are the vocational program goals and objectives achievable?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

4. In the programs you teach, administer, or provide guidance, are the following assessed? *(Check all that apply)*

(1) ____ Students' occupational skill needs
(2) ____ Students' needs, interests and abilities
(3) ____ Entrance and program requirements at post-secondary schools
(4) ____ Facility/equipment needs
(5) ____ Availability of financial assistance for post-secondary training
(6) ____ Local district problems and needs
(7) ____ Advanced placement opportunities
(8) ____ Coordination of program needs
(9) ____ Local labor market needs

5. To what extent are members of the local community and school district involved in developing programs in your school?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

6. To what extent is advisory committee input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

7. To what extent is staff input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

8. Do you use the resources of local/area business and industry? *(Check all that apply)*

(1) ____ Arrange and/or conduct student tours of local businesses and industries
(2) ____ Assist students to find jobs in local firms
(3) ____ Have people from local businesses and industries speak to my students
(4) ____ Use equipment owned or given by local businesses and industry in my teaching
(5) ____ Meet with local people in business and industry to discuss and identify the competencies our graduates need
(6) ____ Meet with people in local business and industry to identify examples, activities and problems for my teaching
(7) ____ Other
____

9. With respect to equity, the following exist: *(Check all that apply)*

(1) ____ A written district equity plan
(2) ____ Information and/or in-servicing on civil rights and equal opportunity legislation
(3) ____ Information on the needs of males, females, minorities and special needs groups
(4) ____ Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs
(5) ____ Review of stereotyping and bias in instructional materials
(6) ____ Compliance data from Office of Civil Rights audit
(7) ____ Other ________________________

10. Teachers are: *(Check all that apply)*

(1) ____ given adequate preparation time
(2) ____ provided adequate curriculum development time
(3) ____ provided adequate in-service on instructional practices and content
(4) ____ given access to appropriate and adequate in-school facilities

...please turn page

With respect to school district programs, how adequate are the following:

	More Than Adequate		Adequate		Not Adequate	Do Not Know
11. Programs reflect the philosophy, goals and objectives in the local plan for vocational education	5	4	3	2	1	0
12. Programs are articulated outside the district and across local programs	5	4	3	2	1	0
13. Courses use comprehensive curriculum guides	5	4	3	2	1	0
14. Courses meet current DPI guidelines/standards	5	4	3	2	1	0
15. The local plan for vocational education is used in program design and implementation	5	4	3	2	1	0
16. The programs are adequately staffed	5	4	3	2	1	0
17. Needs of special needs students (disadvantaged, limited English proficiency, handicapped) are met in program planning and implementation	5	4	3	2	1	0
18. Needs of male and female students are met in program planning and implementation	5	4	3	2	1	0
19. Needs of racial minorities are met in program planning and implementation	5	4	3	2	1	0
20. Appropriate administrative support is given	5	4	3	2	1	0
21. Students receive factual and objective information from staff about vocational programs	5	4	3	2	1	0
22. Appropriate guidance services are provided for vocational education	5	4	3	2	1	0

23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? *(Check all that apply)*

(1) ____ Conferences and conventions
(2) ____ Educational college courses
(3) ____ Private or industry sponsored educational programs
(4) ____ Travel
(5) ____ VTAE courses/workshops
(6) ____ Work experiences
(7) ____ Workshops (in school or at other locations)
(8) ____ Memberships in professional associations

24. What did you learn as a result of the activities checked in item #23? *(Check all that apply)*

(1) ____ New developments in my discipline/field
(2) ____ Applications of my discipline to business and industry
(3) ____ New teaching techniques
(4) ____ New counseling techniques
(5) ____ Use of computers and software in my work
(6) ____ Use of audiovisual equipment and materials
(7) ____ Techniques for working with special needs students (disadvantaged and handicapped)
(8) ____ Selecting/developing nonbiased materials
(9) ____ Use of labor market information

25. A placement program is available to help students obtain additional education, training, or employment.

(1) ____ Yes
(2) ____ No

26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs.

(1) ____ Yes
(2) ____ No

27. Does your curriculum meet the needs of special needs students?

(1) ____ Yes
(2) ____ No

28. Administrators encourage us to work effectively with all students including those with special needs.

(1) ____ Yes
(2) ____ No

29. Are follow-up studies used to provide feedback for program improvement?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? *(Check all that apply)*

(1) ____ Counseling materials/practice/procedures
(2) ____ Changing course titles
(3) ____ Instructional materials
(4) ____ Staff in-service
(5) ____ Curriculum revision/updating
(6) ____ Class scheduling
(7) ____ Affirmative Action - employment/students
(8) ____ Development of an equity plan
(9) ____ Not aware

31. During the last two years I have: *(Check all that apply)*

(1) ____ Attended an in-service session on how to better serve disadvantaged and handicapped learners
(2) ____ Participated in the development and use of the Individualized Education Plan (IEP) for all special needs students
(3) ____ Adapted my classrooms and laboratories for the handicapped
(4) ____ Modified methods, materials or content to meet individual handicapped learner needs

Thank you for responding.

CVTAE/DPI
III 7301 E2-1

STAFF QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form E2
Page 1

Please respond to each of the following questions and statements as they relate to your work and responsibilities. There is space at the end of this page for you to add your comments and suggestions.

1. What is your current position? *(Check one)*

(1) ____ Instructor: vocational
(2) ____ Instructor: nonvocational
(3) ____ Instructor: special needs
(4) ____ Counseling/pupil services
(5) ____ Administration/coordination
(6) ____ Other ______________________________

2. Are you aware of a written philosophy of vocational education for your district?

(1) ____ Yes
(2) ____ No

3. Given the school district philosophy, are the vocational program goals and objectives achievable?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

4. In the programs you teach, administer, or provide guidance, are the following assessed? *(Check all that apply)*

(1) ____ Students' occupational skill needs
(2) ____ Students' needs, interests and abilities
(3) ____ Entrance and program requirements at post-secondary schools
(4) ____ Facility/equipment needs
(5) ____ Availability of financial assistance for post-secondary training
(6) ____ Local district problems and needs
(7) ____ Advanced placement opportunities
(8) ____ Coordination of program needs
(9) ____ Local labor market needs

5. To what extent are members of the local community and school district involved in developing programs in your school?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

6. To what extent is advisory committee input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

7. To what extent is staff input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

8. Do you use the resources of local/area business and industry? *(Check all that apply)*

(1) ____ Arrange and/or conduct student tours of local businesses and industries
(2) ____ Assist students to find jobs in local firms
(3) ____ Have people from local businesses and industries speak to my students
(4) ____ Use equipment owned or given by local businesses and industry in my teaching
(5) ____ Meet with local people in business and industry to discuss and identify the competencies our graduates need
(6) ____ Meet with people in local business and industry to identify examples, activities and problems for my teaching
(7) ____ Other ______________________________

9. With respect to equity, the following exist: *(Check all that apply)*

(1) ____ A written district equity plan
(2) ____ Information and/or in-servicing on civil rights and equal opportunity legislation
(3) ____ Information on the needs of males, females, minorities and special needs groups
(4) ____ Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs
(5) ____ Review of stereotyping and bias in instructional materials
(6) ____ Compliance data from Office of Civil Rights audit
(7) ____ Other ______________________________

10. Teachers are: *(Check all that apply)*

(1) ____ given adequate preparation time
(2) ____ provided adequate curriculum development time
(3) ____ provided adequate in-service on instructional practices and content
(4) ____ given access to appropriate and adequate in-school facilities

... please turn page ...

With respect to school district programs, how adequate are the following:

	More Than Adequate		Adequate		Not Adequate	Do Not Know
11. Programs reflect the philosophy, goals and objectives in the local plan for vocational education.	5	4	3	2	1	0
12. Programs are articulated outside the district and across local programs.	5	4	3	2	1	0
13. Courses use comprehensive curriculum guides	5	4	3	2	1	0
14. Courses meet current DPI guidelines/standards.	5	4	3	2	1	0
15. The local plan for vocational education is used in program design and implementation	5	4	3	2	1	0
16. The programs are adequately staffed	5	4	3	2	1	0
17. Needs of special needs students (disadvantaged, limited English proficiency, handicapped) are met in program planning and implementation.	5	4	3	2	1	0
18. Needs of male and female students are met in program planning and implementation.	5	4	3	2	1	0
19. Needs of racial minorities are met in program planning and implementation	5	4	3	2	1	0
20. Appropriate administrative support is given.	5	4	3	2	1	0
21. Students receive factual and objective information from staff about vocational programs	5	4	3	2	1	0
22. Appropriate guidance services are provided for vocational education	5	4	3	2	1	0

23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? *(Check all that apply)*

(1) ____ Conferences and conventions
(2) ____ Educational college courses
(3) ____ Private or industry sponsored educational programs
(4) ____ Travel
(5) ____ VTAE courses/workshops
(6) ____ Work experiences
(7) ____ Workshops (in school or at other locations)
(8) ____ Memberships in professional associations

24. What did you learn as a result of the activities checked in item #23? *(Check all that apply)*

(1) ____ New developments in my discipline/field
(2) ____ Applications of my discipline to business and industry
(3) ____ New teaching techniques
(4) ____ New counseling techniques
(5) ____ Use of computers and software in my work
(6) ____ Use of audiovisual equipment and materials
(7) ____ Techniques for working with special needs students (disadvantaged and handicapped)
(8) ____ Selecting/developing nonbiased materials
(9) ____ Use of labor market information

25. A placement program is available to help students obtain additional education, training, or employment.

(1) ____ Yes
(2) ____ No

26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs.

(1) ____ Yes
(2) ____ No

27. Does your curriculum meet the needs of special needs students?

(1) ____ Yes
(2) ____ No

28. Administrators encourage us to work effectively with all students including those with special needs.

(1) ____ Yes
(2) ____ No

29. Are follow-up studies used to provide feedback for program improvement?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? *(Check all that apply)*

(1) ____ Counseling materials/practice/procedures
(2) ____ Changing course titles
(3) ____ Instructional materials
(4) ____ Staff in-service
(5) ____ Curriculum revision/updating
(6) ____ Class scheduling
(7) ____ Affirmative Action - employment/students
(8) ____ Development of an equity plan
(9) ____ Not aware

31. During the last two years I have: *(Check all that apply)*

(1) ____ Attended an in-service session on how to better serve disadvantaged and handicapped learners
(2) ____ Participated in the development and use of the Individualized Education Plan (IEP) for all special needs students
(3) ____ Adapted my classrooms and laboratories for the handicapped
(4) ____ Modified methods, materials or content to meet individual handicapped learner needs

CVTAE/DPI **ADVISORY COMMITTEE OPINIONNIARE** **Form F1**
III 7302.F1-1 Secondary Vocational Program Evaluation *Page 1*

Advisory committees are an important part of the Vocational Education Programs. The evaluation now being conducted of the vocational programs in our high school includes an assessment of your feelings as an advisory committee member.

Please react to the following statements by circling the number which best describes your belief about each statement.

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
1. Advice given by our advisory committee has been used by staff in vocational programs.	5	4	3	2	1
2. Our committee met often enough to accomplish its purpose.	5	4	3	2	1
3. Our committee has been involved in evaluating the adequacy of in-school facilities and equipment.	5	4	3	2	1
4. The philosophy and objectives of the program I advise are carried through in the program.	5	4	3	2	1
5. Our committee has identified goals for its work.	5	4	3	2	1
6. Our committee assisted in identifying needs of the community.	5	4	3	2	1
7. Our committee assisted in identifying local/area labor market needs.	5	4	3	2	1
8. Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	5	4	3	2	1
9. Our committee has helped in identifying new skills and technologies.	5	4	3	2	1
10. Articulation of programs and/or activities is occurring with other districts or CESA's	5	4	3	2	1
11. Articulation of programs and/or activities is occurring with post-secondary institutions.	5	4	3	2	1
Members of our advisory committee represent the interests of:					
12. employers and employees.	5	4	3	2	1
13. males and females.	5	4	3	2	1
14. minorities	5	4	3	2	1
15. special needs persons	5	4	3	2	1
16. A formal evaluation of programs is conducted and used in the overall program development	5	4	3	2	1
17. Prior evaluation findings have been used.	5	4	3	2	1
18. Community resources are identified and used effectively	5	4	3	2	1
19. The program I advise is preparing students for entry into nontraditional occupations.	5	4	3	2	1
20. The program I advise is preparing students for entry into new and/or future-oriented occupations	5	4	3	2	1
21. In-school facilities are appropriate and adequate	5	4	3	2	1
22. In-school equipment, text books, replacement schedules and maintenance agreements are appropriate and adequate.	5	4	3	2	1
23. Teaching methods include cooperative, project and/or simulation methods.	5	4	3	2	1
24. Agendas are used for meetings.	5	4	3	2	1
25. Advisory committee membership is rotated.	5	4	3	2	1

26. When is the most appropriate time to hold an advisory meeting: *(Check one)*

(1) ____ Breakfast
(2) ____ Lunch
(3) ____ Dinner
(4) ____ Evening
(5) ____ Other ____________________

27. I am:

(1) ____ Male
(2) ____ Female

28. I am a representative of: *(Check one)*

(1) ____ Employers
(2) ____ Employees
(3) ____ Self-employed persons
(4) ____ Minorities
(5) ____ Special needs persons
(6) ____ Other ____________________

29. Check the appropriate vocational program which identifies the advisory committee on which you serve. *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education/Industrial Education
(7) ____ Special Needs
(8) ____ Comprehensive vocational
(9) ____ Guidance and Counseling

30. How many times did the committee meet this past year?

(1) ____ Never
(2) ____ Once
(3) ____ 2-3 times
(4) ____ 4-6 times
(5) ____ 7-10 times
(6) ____ More than 10 times

What suggestions do you have for improving the advisory committee and/or this program?

Thank you for responding. Please return this form to the person from whom you received it.

CVTAE/DPI **PARENT QUESTIONNAIRE** **FORM G1**

III 7303.G1-1 Secondary Vocational Program Evaluation *Page 1*

Student Name

High School

Area of High School Vocational Preparation

START HERE

7. I feel the help given my child in making a career choice was:

   (1) ____ very satisfactory
   (2) ____ satisfactory
   (3) ____ in need of some improvement
   (4) ____ not at all satisfactory

8. I feel the education and preparation my child received for this career choice was:

   (1) ____ very satisfactory
   (2) ____ satisfactory
   (3) ____ in need of some improvement
   (4) ____ not at all satisfactory

9. I feel I had adequate input into the development of educational and/or vocational goals for my child.

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

10. When did your child make a decision about his/her future career?

   (1) ____ in elementary school
   (2) ____ in Grades 7-9
   (3) ____ in Grades 10-11
   (4) ____ in Grade 12
   (5) ____ after high school graduation
   (6) ____ undecided

(For School Use)

1.

IPC	SEQUENCE	GE

2.

AG	BE	FO	HE	ME	TE
1	2	3	4	5	6

3.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

4.

H	DL	DO

5.

Student	
Male	Female

6.

9	10	11	12	GRAD

11. Was your child able to enter vocational education courses related to his/her career choice?

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc. are adequate for your child?

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

14. Do you feel your child is being prepared for new and/or future oriented occupations?

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)

   (1) ____ Yes
   (2) ____ Not sure
   (3) ____ No

... Please turn page ...

16. How could your child's vocational preparation have been improved?

17. How could your child's general education preparation have been improved?

18. How could your child's vocational guidance service have been improved?

19. Were you aware of vocational program alternatives as your child made course selection decisions?

... Thank you for responding ...

Wisconsin Department of Public Instruction

SECONDARY VOCATIONAL PROGRAM EVALUATION

PROJECT

Dear Parent of ______________________:

We are presently doing an evaluation of our school district's vocational programs. We feel that parent opinions about the program are important and will help us to improve our courses in the future.

Please answer the following questions and return the survey in the enclosed envelope. Your response will be held in strict confidence. No names will be published.

Vocational education is that part of education which prepares students with job skills for future employment. Such programs include agriculture, business education, health occupations, home economics, marketing education, and technology education.

Herbert J. Grover,
State Superintendent

Richard Dignan, Director
Bureau for Vocational
Education

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

CVTAE/DPI
III 7304.H1-1

ARTICULATION QUESTIONNAIRE

Secondary Vocational Program Evaluation

Form H1
Page 1

Please respond to the following statements as they relate to articulation between secondary and post-secondary vocational programs and between vocational and general education programs in your school. Your thoughtful responses will aid in improving coordination.

1. My secondary school position is: *(Check one) (if you work in a VTAE system, go to item #2)*

(1) ____ district administrator
(2) ____ CESA administrator
(3) ____ LVEC
(4) ____ principal
(5) ____ vocational instructor
(6) ____ counselor
(7) ____ special needs
(8) ____ CESA vocational education specialist

2. My VTAE district position is: *(Check one) (if you work in a secondary school system, go to item #3)*

(1) ____ district director
(2) ____ instructional services administrator
(3) ____ adult and continuing education administrator
(4) ____ counselor
(5) ____ vocational instructor
(6) ____ high school relations administrator
(7) ____ campus administrator
(8) ____ special needs

3. Do you serve on a vocational advisory committee in: *(Check all that apply)*

(1) ____ a secondary program
(2) ____ a VTAE program
(3) ____ a joint secondary/VTAE program

4. Do you participate in articulation meetings with: *(Check all that apply)*

(1) ____ secondary vocational staff
(2) ____ secondary nonvocational staff
(3) ____ LVEC(s)
(4) ____ secondary counselors
(5) ____ secondary special needs staff
(6) ____ VTAE vocational staff
(7) ____ VTAE administrative staff
(8) ____ VTAE counselors
(9) ____ VTAE special needs staff

5. Are instructional provisions made for advanced placement of vocational students in/from another institution?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

6. Is data gathered on the post-high school performance (GPA) of vocational graduates?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

7. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

8. Do secondary graduates have the skills and knowledge needed to enter post-secondary training?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas:

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
9. Curriculum development	5	4	3	2	1
10. Identification of community resources	5	4	3	2	1
11. Advanced placement	5	4	3	2	1
12. Co-op programs	5	4	3	2	1
13. Shared facilities	5	4	3	2	1
14. Shared staff	5	4	3	2	1
15. Placement services	5	4	3	2	1
16. Employer follow-up	5	4	3	2	1
17. Graduate follow-up	5	4	3	2	1
18. Business and industry partnerships	5	4	3	2	1
19. Philosophy of vocational education	5	4	3	2	1
20. Professional development experiences	5	4	3	2	1
21. Certification of staff	5	4	3	2	1
22. Exemplary projects	5	4	3	2	1
23. Mutual legislative concerns	5	4	3	2	1
24. Alternative educational delivery strategies	5	4	3	2	1
25. Needs assessment	5	4	3	2	1
26. Administration of JTPA funds	5	4	3	2	1

Suggestions for improving articulation
____
____

Thank you for responding.

CVTAE/DPI | **BOARD OF EDUCATION OPINIONNAIRE** | **Form J1**
III 7305 J1-1 | Secondary Vocational Program Evaluation | *Page 1*

As part of the evaluation of our school district's vocational education program being conducted by the Department of Public Instruction, it is important that we know your feelings. Please react to the following statements. Write comments on this form or attach an additional sheet.

1. To what extent are you aware of the general philosophy and objectives of the vocational education program in your district?

(1) ____ Very aware
(2) ____ Aware
(3) ____ Not aware

2. To what extent are you aware of the general needs of the students served by the vocational education program in your district?

(1) ____ Very aware
(2) ____ Aware
(3) ____ Not aware

3. Using the past school year as a reference, at what percentage of board meetings did you discuss items relating to the vocational education programs?

(1) ____ Over 50%
(2) ____ 25 to 50%
(3) ____ 5 to 10%
(4) ____ Less than 5%

4. In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs?

(1) ____ Great value
(2) ____ Moderate value
(3) ____ Little value
(4) ____ No value

5. In the course of the past school year, how much contact from electors in your district would you estimate you have had related to vocational education programs? (Contact refers to phone calls, letters, conversations, etc.)

(1) ____ A great deal of contact
(2) ____ A moderate amount of contact
(3) ____ Very little contact
(4) ____ No contact

Please respond to the following statements by circling the response that most closely matches your opinion:

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
6. One function of a high school is to develop vocational skills in all its students.	5	4	3	2	1
7. Most students who take vocational education in high schools have other scholastic skills.	5	4	3	2	1
8. In my community many people favor an increase in vocational education in the high school.	5	4	3	2	1
9. It is appropriate to offer vocational education in high school	5	4	3	2	1
10. There should be more money set aside in the school budget for vocational programs.	5	4	3	2	1
11. Most vocational education programs offered today in high school are up-to-date.	5	4	3	2	1
12. Vocational education programs prepare high school students for a range of job opportunities potentially available to them.	5	4	3	2	1
13. For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	5	4	3	2	1
14. It is important to provide students with vocational courses as well as other educational opportunities.	5	4	3	2	1
15. Vocational education should be encouraged more among high school students.	5	4	3	2	1
16. The vocational education program in high school should be intended for all youth.	5	4	3	2	1
17. My community along or in conjunction with other communities should provide a wide variety of vocational education programs to fit the abilities of most students not going to college.	5	4	3	2	1
18. Vocational education in high school makes enough students useful members of society to justify its costs.	5	4	3	2	1
19. Good vocational education programs in public schools attract new industry or hold industry in the area.	5	4	3	2	1
20. Taking vocational education courses helps students pursue further education after high school.	5	4	3	2	1
21. A graduate of a high school vocational education program has many job skills to use in post-high school employment.	5	4	3	2	1
22. Students should begin vocational education during high school.	5	4	3	2	1
23. A high school graduate of a vocational education program impresses me greatly.	5	4	3	2	1

Thank you for responding.

Appendix B

COMPUTER TABLES

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B1

One-Year Graduate Follow-up

Secondary Vocational Program Evaluation
Annual Composite Report
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Table B1
Page B1.1
Graduate - One-Year Follow-up Study

Item Statement		Total	
		N	%
1. Program enrolled in:	Omit.	2	0.1
(1) Instructional Program Component (IPC).		910	34.2
(2) Sequence Course.		1052	39.5
(3) General Education Program.		697	26.2
2. Vocational course area:	Omit.	701	26.3
(1) Agriculture.		126	4.7
(2) Business Education		822	30.9
(3) Health Occupations		0	0.0
(4) Home Economics		261	9.8
(5) Marketing Education.		167	6.3
(6) Technology Education		584	21.9
3. Special Needs Students:	Omit.	2278	85.6
(1) Handicapped (H).		70	2.6
(2) Disadvantaged - Limited English Proficient (DL).		19	0.7
(3) Disadvantaged - Other (DO)		294	11.0
4. Ethnic Group:	Omit.	8	0.3
(1) American Indian or Alaskan Native (AIN).		46	1.7
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		28	1.1
(3) Black (BNH) (Not of Hispanic Origin)		14	0.5
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		7	0.3
(5) White (WNH) (Not of Hispanic Origin)		2558	96.1
5. Sex:	Omit.	1	0.0
(1) Male		1279	48.1
(2) Female		1381	51.9

Secondary Vocational Program Evaluation
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Table B1
Page B1.A1
Graduate - One-Year Follow-up Study

Item Statement	Total	Male	Female
	N	N	N
	%	%	%
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	5	1	4
	0.2	0.1	0.3
(1) Employed FULL-time in a nonmilitary occupation .	528	316	212
	19.8	24.7	15.4
(2) Employed FULL-time in the military service . . .	96	76	19
	3.6	5.9	1.4
(3) Employed PART-time--not in school.	135	40	95
	5.1	3.1	6.9
(4) Employed PART-time while in school	899	356	543
	33.8	27.8	39.3
(5) FULL-time student--not employed.	856	435	421
	32.2	34.0	30.5
(6) Unemployed, but looking for paid employment. . .	97	43	54
	3.6	3.4	3.9
(7) Unemployed, not looking for paid employment. . .	45	12	33
	1.7	0.9	2.4
7. Do you own or operate your own business? Omit.	959	464	495
	36.0	36.3	35.8
(1) Yes, full-time	12	11	1
	0.5	0.9	0.1
(2) Yes, part-time	29	25	4
	1.1	2.0	0.3
(3) No	1661	779	881
	62.4	60.9	63.8
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.05	$ 5.41	$ 4.76
	1467	652	815
10. May we contact your supervisor in our Employer Follow-up? Omit.	1159	579	579
	43.6	45.3	41.9
(1) Yes.	1001	435	566
	37.6	34.0	41.0
(2) No	501	265	236
	18.8	20.7	17.1
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	1005	496	509
	37.8	38.8	36.9
(1) Considerably	244	115	129
	9.2	9.0	9.3
(2) Somewhat	493	240	252
	18.5	18.8	18.2
(3) Very little.	344	143	201
	12.9	11.2	14.6
(4) None	575	285	290
	21.6	22.3	21.0

Item Statement	Total N %	Male N %	Female N %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	1018 38.3	502 39.2	516 37.4
(1) Directly related	195 7.3	100 7.8	95 6.9
(2) Somewhat related	575 21.6	276 21.6	299 21.7
(3) Not related.	873 32.8	401 31.4	471 34.1
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	1127 42.4	566 44.3	561 40.6
(1) General job skills	871 32.7	397 31.0	474 34.3
(2) Specific job skills.	265 10.0	126 9.9	139 10.1
(3) Career awareness	344 12.9	131 10.2	213 15.4
(4) General preparation.	570 21.4	253 19.8	316 22.9
(5) English skills used in vocational classes. . . .	326 12.3	106 8.3	219 15.9
(6) Math skills used in vocational classes	455 17.1	232 18.1	222 16.1
(7) Science skills used in vocational classes. . . .	90 3.4	59 4.6	30 2.2
(8) Computer skills.	351 13.2	110 8.6	241 17.5
(9) Other.	178 6.7	78 6.1	100 7.2
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	62 2.3	36 2.8	26 1.9
(1) I was very Satisfied	678 25.5	350 27.4	328 23.8
(2) I was Satisfied.	1533 57.6	718 56.1	814 58.9
(3) I was UNsatisfied.	85 3.2	50 3.9	35 2.5
(4) I was very UNsatisfied	28 1.1	20 1.6	8 0.6
(5) I did not take any vocational courses.	274 10.3	104 8.1	170 12.3
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	65 2.4	38 3.0	27 2.0
(1) Yes.	2217 83.3	1038 81.2	1178 85.3
(2) Not sure	338 12.7	176 13.8	162 11.7
(3) No	40 1.5	26 2.0	14 1.0

Secondary Vocational Program Evaluation
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Table B1
Page B1.A3
Graduate - One-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
17. I am currently attending the following school/educational program? (Check one) Omit.	109 4.1	75 5.9	34 2.5
(1) A vocational-technical school diploma program one-year or less	139 5.2	60 4.7	79 5.7
(2) A vocational-technical school two-year associate degree program	347 13.0	158 12.4	189 13.7
(3) A two-year UW-Center program	206 7.7	92 7.2	114 8.3
(4) A four-year university system or college program	1160 43.6	528 41.3	632 45.8
(5) An apprenticeship program.	17 0.6	16 1.3	1 0.1
(6) An in-service or on-the-job training program . .	39 1.5	29 2.3	10 0.7
(7) Private school program	58 2.2	23 1.8	35 2.5
(8) I am not attending school.	517 19.4	259 20.3	258 18.7
(9) Other.	87 3.3	45 3.5	41 3.0
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	579 21.8	323 25.3	256 18.5
(1) Related VTAE	333 12.5	167 13.1	166 12.0
(2) Related four-year university	452 17.0	236 18.5	216 15.6
(3) Other related.	71 2.7	45 3.5	26 1.9
(4) Not related to secondary training.	528 19.8	199 15.6	329 23.8
(5) GE graduates	698 26.2	309 24.2	388 28.1

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.182 1.008 2483	3.133 1.015 1187	3.227 1.000 1295
20. Learning specific job skills		3.207 1.019 2481	3.195 1.051 1187	3.219 0.988 1293
21. Learning specific job knowledge.		3.248 1.011 2478	3.230 1.034 1186	3.264 0.990 1291
22. Getting along with other workers		3.618 1.003 2474	3.593 0.993 1178	3.641 1.012 1295
23. Being able to talk to your boss about your problems.		3.199 1.108 2474	3.257 1.107 1177	3.147 1.107 1296

Secondary Vocational Program Evaluation
Annual Composite Report
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Table B1
Page B1.A4
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total Mean* *StD* *N*	*Male Mean* *StD* *N*	*Female Mean* *StD* *N*
24. Understanding the value and importance of work . . .		3.738 1.037 2481	3.651 1.063 1182	3.819 1.007 1298
25. Solving problems on the job.		3.502 1.015 2472	3.545 1.044 1176	3.465 0.986 1295
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)		3.227 1.129 2485	3.339 1.142 1183	3.125 1.109 1301
27. Understanding how a business makes a profit.		3.468 1.076 2476	3.546 1.074 1180	3.398 1.074 1295
28. Understanding alternatives for solving home and family-related problems.		3.177 1.063 2464	3.038 1.074 1173	3.303 1.038 1290
29. Understanding child growth and development and parenting responsibilities		3.167 1.177 2472	2.897 1.142 1179	3.413 1.156 1292
30. Managing career responsibilities with home and family responsibilities		3.158 1.054 2462	3.011 1.041 1168	3.291 1.049 1293
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems		3.934 0.944 2492	3.866 0.981 1188	3.996 0.905 1303
32-42: In general, how adequate was the career planning assistance and information you received at your high school?				
32. Determining my skills, interests and abilities . . .		3.396 1.038 2503	3.398 1.049 1191	3.395 1.029 1311
33. Opportunity to hear speakers from the world of work.		3.043 1.164 2498	3.033 1.169 1190	3.052 1.161 1307
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)		2.606 1.103 2486	2.600 1.104 1181	2.612 1.104 1304
35. New and/or future-oriented occupations		2.995 1.064 2490	3.075 1.064 1186	2.922 1.059 1303
36. Jobs held by primarily males or primarily females. .		2.941 0.964 2472	2.958 0.985 1179	2.926 0.946 1292
37. Occupations which have local job opportunities . . .		3.057 1.044 2477	3.097 1.061 1178	3.022 1.028 1298
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement		2.924 1.009 2473	2.956 1.013 1180	2.894 1.004 1292

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Table B1
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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
39. Post-high school vocational education opportunities related to my career goal.		3.307 1.091 2481	3.338 1.097 1182	3.278 1.085 1298
40. Job alternatives related to my career goal		3.172 1.094 2476	3.220 1.091 1178	3.127 1.096 1297
41. How to find a job/how to apply for a job		3.513 1.168 2489	3.447 1.148 1186	3.574 1.183 1302
42. How to start a business.		2.577 1.173 2486	2.598 1.193 1187	2.558 1.154 1298

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:				
43. Instructors: vocational		3.469 1.261 2401	3.558 1.268 1160	3.389 1.247 1240
44. Instructors: academic		3.572 1.107 2472	3.520 1.115 1179	3.622 1.096 1292
45. Instructors: technical school		2.792 1.298 2144	2.920 1.326 1044	2.672 1.258 1099
46. Counselors (guidance staff).		3.356 1.289 2485	3.314 1.270 1184	3.395 1.306 1300
47. Friends/classmates		3.559 1.076 2479	3.492 1.086 1178	3.621 1.065 1300
48. Parents.		3.938 1.055 2501	3.907 1.039 1192	3.966 1.069 1308
49. Relatives.		3.285 1.218 2481	3.220 1.227 1183	3.345 1.206 1297
50. Employers.		3.082 1.263 2449	3.042 1.294 1168	3.121 1.232 1280
51. Job Service.		2.005 1.161 2352	1.998 1.175 1133	2.011 1.149 1218
52. Newspapers/magazines/television.		2.705 1.226 2438	2.606 1.229 1159	2.796 1.217 1278
53. Other (please list).		4.533 0.821 152	4.506 0.815 79	4.562 0.833 73

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Item Statement	IPC N %	SEQ N %	GE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0	2	3
	0.0	0.2	0.4
(1) Employed FULL-time in a nonmilitary occupation .	262	195	71
	28.8	18.5	10.2
(2) Employed FULL-time in the military service . . .	32	40	24
	3.5	3.8	3.4
(3) Employed PART-time--not in school.	46	60	29
	5.1	5.7	4.2
(4) Employed PART-time while in school	325	350	224
	35.7	33.3	32.1
(5) FULL-time student--not employed.	206	346	302
	22.6	32.9	43.3
(6) Unemployed, but looking for paid employment. . .	29	41	27
	3.2	3.9	3.9
(7) Unemployed, not looking for paid employment. . .	10	18	17
	1.1	1.7	2.4
7. Do you own or operate your own business? Omit.	237	389	331
	26.0	37.0	47.5
(1) Yes, full-time	9	2	1
	1.0	0.2	0.1
(2) Yes, part-time	18	10	1
	2.0	1.0	0.1
(3) No	646	651	364
	71.0	61.9	52.2
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.22	$ 4.94	$ 4.90
	595	567	305
10. May we contact your supervisor in our Employer Follow-up? Omit.	300	464	393
	33.0	44.1	56.4
(1) Yes.	421	403	177
	46.3	38.3	25.4
(2) No	189	185	127
	20.8	17.6	18.2
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	245	400	358
	26.9	38.0	51.4
(1) Considerably	171	49	24
	18.8	4.7	3.4
(2) Somewhat	208	199	86
	22.9	18.9	12.3
(3) Very little.	102	160	82
	11.2	15.2	11.8
(4) None	184	244	147
	20.2	23.2	21.1

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Table B1
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Item Statement	IPC N %	SEQ N %	GE N %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	250	407	359
	27.5	38.7	51.5
(1) Directly related	141	42	12
	15.5	4.0	1.7
(2) Somewhat related	261	229	85
	28.7	21.8	12.2
(3) Not related.	258	374	241
	28.4	35.6	34.6
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	282	443	400
	31.0	42.1	57.4
(1) General job skills	405	341	125
	44.5	32.4	17.9
(2) Specific job skills.	176	69	20
	19.3	6.6	2.9
(3) Career awareness	169	123	52
	18.6	11.7	7.5
(4) General preparation.	238	210	122
	26.2	20.0	17.5
(5) English skills used in vocational classes. . . .	135	120	71
	14.8	11.4	10.2
(6) Math skills used in vocational classes	186	189	80
	20.4	18.0	11.5
(7) Science skills used in vocational classes. . . .	37	31	22
	4.1	2.9	3.2
(8) Computer skills.	158	134	59
	17.4	12.7	8.5
(9) Other.	73	64	41
	8.0	6.1	5.9
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	8	23	31
	0.9	2.2	4.4
(1) I was very Satisfied	366	211	100
	40.2	20.1	14.3
(2) I was Satisfied.	489	700	344
	53.7	66.5	49.4
(3) I was UNsatisfied.	23	42	20
	2.5	4.0	2.9
(4) I was very UNsatisfied	10	12	6
	1.1	1.1	0.9
(5) I did not take any vocational courses.	14	64	195
	1.5	6.1	28.0
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	14	18	33
	1.5	1.7	4.7
(1) Yes.	791	904	520
	86.9	85.9	74.6
(2) Not sure	99	118	121
	10.9	11.2	17.4
(3) No	6	12	22
	0.7	1.1	3.2

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Item Statement	IPC N %	SEQ N %	GE N %
17. I am currently attending the following school/ educational program? (Check one) Omit.	45 4.9	36 3.4	28 4.0
(1) A vocational-technical school diploma program one-year or less	66 7.3	61 5.8	12 1.7
(2) A vocational-technical school two-year associate degree program	166 18.2	147 14.0	34 4.9
(3) A two-year UW-Center program	50 5.5	102 9.7	54 7.7
(4) A four-year university system or college program	279 30.7	429 40.8	450 64.6
(5) An apprenticeship program.	10 1.1	5 0.5	2 0.3
(6) An in-service or on-the-job training program . .	21 2.3	14 1.3	4 0.6
(7) Private school program	17 1.9	21 2.0	20 2.9
(8) I am not attending school.	227 24.9	208 19.8	82 11.8
(9) Other.	33 3.6	37 3.5	17 2.4
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	298 32.7	278 26.4	1 0.1
(1) Related VTAE	200 22.0	133 12.6	0 0.0
(2) Related four-year university	214 23.5	238 22.6	0 0.0
(3) Other related.	43 4.7	28 2.7	0 0.0
(4) Not related to secondary training.	155 17.0	373 35.5	0 0.0
(5) GE graduates	0 0.0	2 0.2	696 99.9

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*IPC* *Mean* *StD* *N*	*SEQ* *Mean* *StD* *N*	*GE* *Mean* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.520 1.021 857	3.023 0.942 991	2.975 0.974 633
20. Learning specific job skills		3.603 0.990 859	3.094 0.939 989	2.846 1.000 631
21. Learning specific job knowledge.		3.590 0.984 857	3.145 0.952 988	2.946 1.006 631
22. Getting along with other workers		3.850 0.971 855	3.529 0.989 985	3.441 1.010 632
23. Being able to talk to your boss about your problems.		3.452 1.116 852	3.057 1.077 987	3.081 1.089 633

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Rating Scale
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Item Statement	*IPC Mean*	*IPC StD*	*IPC N*	*SEQ Mean*	*SEQ StD*	*SEQ N*	*GE Mean*	*GE StD*	*GE N*
24. Understanding the value and importance of work . . .	3.920	1.000	855	3.650	1.006	991	3.627	1.099	633
25. Solving problems on the job.	3.735	1.006	853	3.355	0.970	989	3.422	1.039	628
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)	3.219	1.138	854	3.241	1.112	991	3.218	1.145	638
27. Understanding how a business makes a profit.	3.639	1.059	855	3.448	1.051	987	3.274	1.100	632
28. Understanding alternatives for solving home and family-related problems.	3.201	1.074	850	3.166	1.039	985	3.159	1.087	627
29. Understanding child growth and development and parenting responsibilities	3.140	1.180	849	3.222	1.177	988	3.118	1.173	633
30. Managing career responsibilities with home and family responsibilities	3.235	1.083	844	3.151	1.035	988	3.067	1.039	628
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems	3.931	0.958	857	3.888	0.940	991	4.008	0.929	642
32-42: In general, how adequate was the career planning assistance and information you received at your high school?									
32. Determining my skills, interests and abilities . . .	3.598	1.024	859	3.297	1.016	991	3.280	1.050	651
33. Opportunity to hear speakers from the world of work.	3.328	1.201	857	2.898	1.113	992	2.886	1.122	647
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	2.797	1.147	852	2.521	1.051	989	2.484	1.093	643
35. New and/or future-oriented occupations	3.230	1.081	854	2.881	1.022	990	2.862	1.054	644
36. Jobs held by primarily males or primarily females. .	3.123	0.988	853	2.873	0.932	983	2.803	0.948	634
37. Occupations which have local job opportunities . . .	3.334	1.044	853	2.938	0.987	983	2.873	1.055	639
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement	3.107	1.029	851	2.836	0.982	986	2.814	0.991	634

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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*IPC* *Mean* *StD* *N*	*SEQ* *Mean* *StD* *N*	*GE* *Mean* *StD* *N*
39. Post-high school vocational education opportunities related to my career goal.		3.564	3.201	3.130
		1.023	1.074	1.142
		851	990	638
40. Job alternatives related to my career goal		3.447	3.064	2.972
		1.065	1.050	1.129
		850	982	642
41. How to find a job/how to apply for a job		3.924	3.389	3.162
		1.057	1.144	1.186
		855	990	642
42. How to start a business.		2.935	2.476	2.261
		1.246	1.096	1.057
		855	990	639

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*IPC* *Mean* *StD* *N*	*SEQ* *Mean* *StD* *N*	*GE* *Mean* *StD* *N*
43-53: During my high school career I have received help in studying and planning for a career from the following sources:				
43. Instructors: vocational		4.014	3.394	2.821
		1.089	1.186	1.267
		844	963	592
44. Instructors: academic		3.457	3.491	3.843
		1.153	1.060	1.072
		842	985	643
45. Instructors: technical school		3.158	2.743	2.348
		1.325	1.242	1.194
		752	875	515
46. Counselors (guidance staff).		3.243	3.365	3.491
		1.334	1.273	1.244
		849	986	648
47. Friends/classmates		3.539	3.540	3.617
		1.143	1.068	0.997
		849	985	643
48. Parents.		3.886	3.908	4.049
		1.070	1.054	1.033
		853	994	652
49. Relatives.		3.252	3.255	3.375
		1.259	1.203	1.180
		849	985	645
50. Employers.		3.353	2.972	2.893
		1.272	1.221	1.254
		848	975	624
51. Job Service.		2.093	1.969	1.941
		1.254	1.100	1.115
		827	934	589
52. Newspapers/magazines/television.		2.693	2.693	2.740
		1.274	1.175	1.239
		838	971	627
53. Other (please list).		4.639	4.397	4.603
		0.833	0.836	0.793
		36	58	58

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Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
6. I am presently: Full-time - 32hrs/week or more, Part-time - less than 32 hrs/ week. Omit. . . .	0	1	0	1	0	0
	0.0	0.1	0.0	0.4	0.0	0.0
(1) Employed FULL-time in a non-military occupation	40	121	0	59	28	208
	31.7	14.7	0.0	22.6	16.8	35.6
(2) Employed FULL-time in the military service	4	11	0	6	4	47
	3.2	1.3	0.0	2.3	2.4	8.0
(3) Employed PART-time--not in school	2	44	0	23	4	33
	1.6	5.4	0.0	8.8	2.4	5.7
(4) Employed PART-time while in school	40	314	0	103	76	142
	31.7	38.2	0.0	39.5	45.5	24.3
(5) Full-time student--not employed .	33	294	0	46	49	129
	26.2	35.8	0.0	17.6	29.3	22.1
(6) Unemployed, but looking for paid employment.	5	29	0	11	5	20
	4.0	3.5	0.0	4.2	3.0	3.4
(7) Unemployed, not looking for paid employmen	2	8	0	12	1	5
	1.6	1.0	0.0	4.6	0.6	0.9
7. Do you own or operate your own business? Omit. . . .	41	316	0	61	49	158
	32.5	38.4	0.0	23.4	29.3	27.1
(1) Yes, full-time	6	1	0	0	0	4
	4.8	0.1	0.0	0.0	0.0	0.7
(2) Yes, part-time	5	4	0	1	5	13
	4.0	0.5	0.0	0.4	3.0	2.2
(3) No	74	501	0	199	113	409
	58.7	60.9	0.0	76.2	67.7	70.0
8. What is your present hourly wage including tips?	$5.49	$4.79	$0.00	$4.73	$5.08	$5.56
	63	458	0	177	104	359
10. May we contact your supervisor in our Employer Follow-up? Omit. . . .	51	366	0	83	60	203
	40.5	44.5	0.0	31.8	35.9	34.8
(1) Yes	54	325	0	133	75	237
	42.9	39.5	0.0	51.0	44.9	40.6
(2) No.	21	131	0	45	32	144
	16.7	15.9	0.0	17.2	19.2	24.7
12. Did your high school preparation help you obtain your present job? (Check one) Omit. .	37	325	0	65	54	163
	29.4	39.5	0.0	24.9	32.3	27.9
(1) Considerably.	15	77	0	25	29	74
	11.9	9.4	0.0	9.6	17.4	12.7
(2) Somewhat.	36	150	0	63	37	121
	28.6	18.2	0.0	24.1	22.2	20.7
(3) Very little	13	103	0	47	22	77
	10.3	12.5	0.0	18.0	13.2	13.2
(4) None.	25	167	0	61	25	149
	19.8	20.3	0.0	23.4	15.0	25.5

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Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
13. Is this job related to your area of high school preparation? Omit. . . .	38	324	0	69	55	170
	30.2	39.4	0.0	26.4	32.9	29.1
(1) Directly related	21	56	0	19	28	59
	16.7	6.8	0.0	7.3	16.8	10.1
(2) Somewhat related	42	185	0	66	49	148
	33.3	22.5	0.0	25.3	29.3	25.3
(3) Not related.	25	257	0	107	35	207
	19.8	31.3	0.0	41.0	21.0	35.4
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit. . . .	43	344	0	79	55	202
	34.1	41.8	0.0	30.3	32.9	34.6
(1) General job skills.	46	293	0	101	71	235
	36.5	35.6	0.0	38.7	42.5	40.2
(2) Specific job skills	16	91	0	27	36	75
	12.7	11.1	0.0	10.3	21.6	12.8
(3) Career awareness.	15	107	0	62	48	60
	11.9	13.0	0.0	23.8	28.7	10.3
(4) General preparation	36	166	0	79	50	117
	28.6	20.2	0.0	30.3	29.9	20.0
(5) English skills used in vocational classes	11	120	0	57	26	41
	8.7	14.6	0.0	21.8	15.6	7.0
(6) Math skills used in vocational classes	20	148	0	51	33	123
	15.9	18.0	0.0	19.5	19.8	21.1
(7) Science skills used in vocational classes	12	14	0	10	4	28
	9.5	1.7	0.0	3.8	2.4	4.8
(8) Computer skills	9	170	0	42	21	50
	7.1	20.7	0.0	16.1	12.6	8.6
(9) Other	10	50	0	22	13	42
	7.9	6.1	0.0	8.4	7.8	7.2
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit. . . .	1	8	0	3	1	18
	0.8	1.0	0.0	1.1	0.6	3.1
(1) I was very Satisfied.	47	205	0	56	67	202
	37.3	24.9	0.0	21.5	40.1	34.6
(2) I was Satisfied	75	533	0	173	90	317
	59.5	64.8	0.0	66.3	53.9	54.3
(3) I was UNsatisfied	1	26	0	9	3	26
	0.8	3.2	0.0	3.4	1.8	4.5
(4) I was very UNsatisfied.	1	3	0	3	0	14
	0.8	0.4	0.0	1.1	0.0	2.4
(5) I did not take any vocational courses	1	47	0	17	6	7
	0.8	5.7	0.0	6.5	3.6	1.2
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit. . . .	0	8	0	5	1	18
	0.0	1.0	0.0	1.9	0.6	3.1
(1) Yes	113	711	0	231	157	482
	89.7	86.5	0.0	88.5	94.0	82.5
(2) Not sure.	12	96	0	25	9	75
	9.5	11.7	0.0	9.6	5.4	12.8
(3) No.	1	7	0	0	0	9
	0.8	0.9	0.0	0.0	0.0	1.5

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17. I am currently attending the following school/educational program? (Check one)						
Omit. . . .	5	13	0	7	4	52
	4.0	1.6	0.0	2.7	2.4	8.9
(1) A vocational-technical school diploma program one-year or less.	10	42	0	24	6	45
	7.9	5.1	0.0	9.2	3.6	7.7
(2) A vocational-technical school two-year associate degree program . .	33	118	0	51	24	87
	26.2	14.4	0.0	19.5	14.4	14.9
(3) A two-year UW-Center program. . .	4	91	0	19	15	23
	3.2	11.1	0.0	7.3	9.0	3.9
(4) A four-year university system or college program	32	385	0	72	88	130
	25.4	46.8	0.0	27.6	52.7	22.3
(5) An apprenticeship program	0	1	0	0	0	14
	0.0	0.1	0.0	0.0	0.0	2.4
(6) An in-service or on-the-job training program.	5	4	0	3	2	21
	4.0	0.5	0.0	1.1	1.2	3.6
(7) Private school program.	1	16	0	4	1	16
	0.8	1.9	0.0	1.5	0.6	2.7
(8) I am not attending school	31	130	0	72	24	177
	24.6	15.8	0.0	27.6	14.4	30.3
(9) Other	6	27	0	11	4	22
	4.8	3.3	0.0	4.2	2.4	3.8
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit. . . .	41	162	0	90	30	252
	32.5	19.7	0.0	34.5	18.0	43.2
(1) Related VTAE	31	111	0	45	22	124
	24.6	13.5	0.0	17.2	13.2	21.2
(2) Related four-year university . . .	24	243	0	25	71	89
	19.0	29.6	0.0	9.6	42.5	15.2
(3) Other related.	4	18	0	5	5	39
	3.2	2.2	0.0	1.9	3.0	6.7
(4) Not related to secondary training.	26	288	0	96	38	80
	20.6	35.0	0.0	36.8	22.8	13.7
(5) GE graduates	0	0	0	0	1	0
	0.0	0.0	0.0	0.0	0.6	0.0

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *MEAN* *StD* *N*	*BE* *MEAN* *StD* *N*	*HO* *MEAN* *StD* *N*	*HE* *MEAN* *StD* *N*	*ME* *MEAN* *StD* *N*	*TE* *MEAN* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?							
19. Seeking a job		3.265	3.207	0.000	3.220	3.794	3.174
		0.995	0.960	0.000	1.056	0.921	1.040
		117	778	0	245	165	541
20. Learning specific job skills.		3.379	3.284	0.000	3.224	3.622	3.352
		0.948	0.953	0.000	1.030	0.909	1.056
		116	779	0	245	164	542
21. Learning specific job knowledge . . .		3.353	3.296	0.000	3.340	3.612	3.362
		0.953	0.956	0.000	1.052	0.894	1.038
		116	776	0	244	165	542
22. Getting along with other workers. . .		3.774	3.620	0.000	3.675	3.988	3.655
		0.974	0.982	0.000	1.050	0.924	0.989
		115	773	0	246	165	539
23. Being able to talk to the boss about your problems		3.360	3.113	0.000	3.180	3.709	3.285
		1.082	1.082	0.000	1.163	1.006	1.127
		114	777	0	245	165	536

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Item Statement / *Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *MEAN* *StD* *N*	*BE* *MEAN* *StD* *N*	*HO* *MEAN* *StD* *N*	*HE* *MEAN* *StD* *N*	*ME* *MEAN* *StD* *N*	*TE* *MEAN* *StD* *N*
24. Understanding the value and importance of work	3.879 1.006 116	3.779 0.971 778	0.000 0.000 0	3.740 1.072 246	4.061 0.891 164	3.683 1.058 540
25. Solving problems on the job	3.690 0.946 116	3.429 0.961 773	0.000 0.000 0	3.429 1.045 247	3.896 0.884 164	3.583 1.058 540
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)	3.263 1.005 114	3.161 1.114 777	0.000 0.000 0	3.114 1.112 246	3.524 1.169 166	3.293 1.135 540
27. Understanding how a business makes a profit.	3.609 1.040 115	3.532 1.051 777	0.000 0.000 0	3.322 1.027 245	4.103 0.860 165	3.457 1.083 538
28. Understanding alternatives for solving home and family related problems. . .	3.202 1.023 114	3.171 1.027 770	0.000 0.000 0	3.557 0.994 244	3.157 0.997 166	3.037 1.105 539
29. Understanding child growth and development parenting responsibilities . . .	3.095 1.119 116	3.176 1.155 772	0.000 0.000 0	3.943 1.021 244	3.012 1.216 166	2.927 1.140 537
30. Managing career responsibilities with home and family responsibilities. . .	3.235 1.079 115	3.158 1.027 773	0.000 0.000 0	3.586 1.045 244	3.206 1.051 165	3.043 1.062 533
31. Applying basic skill preparation in math, reading, writing, spelling, listening to everyday problems. . . .	3.888 0.921 116	3.972 0.918 778	0.000 0.000 0	3.885 0.918 244	3.982 0.911 166	3.815 1.006 542
32-42: In general, how adequate was the career planning assistance and information you received at your high school?						
32. Determining my skills, interests and abilities	3.504 1.012 115	3.416 1.014 779	0.000 0.000 0	3.395 1.040 248	3.554 1.006 166	3.439 1.059 540
33. Opportunity to hear speakers from the world of work	3.209 1.260 115	3.018 1.143 778	0.000 0.000 0	3.242 1.206 248	3.442 1.165 165	3.020 1.162 541
34. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).	2.781 1.158 114	2.554 1.030 776	0.000 0.000 0	2.715 1.182 246	2.788 1.081 165	2.688 1.159 538
35. New and/or future oriented occupations	3.228 0.960 114	2.937 1.027 775	0.000 0.000 0	2.992 1.120 248	3.175 1.084 166	3.141 1.088 539
36. Jobs held by primarily males or or primarily females.	3.175 0.885 114	2.894 0.917 770	0.000 0.000 0	3.012 1.024 246	3.098 0.928 164	3.046 1.021 540
37. Occupations which have local job opportunities	3.195 1.093 113	3.056 0.991 772	0.000 0.000 0	3.040 1.062 247	3.319 1.033 166	3.183 1.054 536
38. Jobs which become outdated, over-crowded or offer no opportunity for advancement	3.072 1.024 111	2.871 0.971 775	0.000 0.000 0	2.927 1.082 246	3.098 0.928 164	3.046 1.049 539

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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG MEAN StD N*	*BE MEAN StD N*	*HO MEAN StD N*	*HE MEAN StD N*	*ME MEAN StD N*	*TE MEAN StD N*
39. Post-high school vocational education opportunities related to my career goal.		3.596	3.304	0.000	3.333	3.482	3.401
		1.045	1.053	0.000	1.035	1.024	1.105
		114	777	0	246	164	538
40. Job alternatives related to my career goal.		3.411	3.137	0.000	3.208	3.500	3.300
		1.127	1.062	0.000	1.057	1.036	1.077
		112	775	0	245	164	534
41. How to find a job/how to apply for a job		3.713	3.605	0.000	3.663	4.309	3.453
		0.971	1.143	0.000	1.155	0.845	1.148
		115	778	0	246	165	539
42. How to start a business		2.696	2.554	0.000	2.583	3.897	2.561
		1.156	1.098	0.000	1.213	1.108	1.134
		115	776	0	247	165	540

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*AG MEAN StD N*	*BE MEAN StD N*	*HO MEAN StD N*	*HE MEAN StD N*	*ME MEAN StD N*	*TE MEAN StD N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:							
43. Instructors: vocational.		4.079	3.466	0.000	3.510	4.069	3.872
		1.006	1.171	0.000	1.187	1.082	1.180
		114	751	0	243	160	537
44. Instructors: academic.		3.196	3.615	0.000	3.407	3.633	3.322
		1.106	1.047	0.000	1.102	1.063	1.161
		112	767	0	246	166	534
45. Instructors: technical school. . . .		3.278	2.687	0.000	2.960	2.823	3.224
		1.281	1.213	0.000	1.355	1.191	1.338
		108	674	0	227	130	487
46. Counselors (guidance staff)		3.513	3.358	0.000	3.435	3.242	3.162
		1.266	1.291	0.000	1.269	1.358	1.311
		115	770	0	246	165	537
47. Friends/classmates.		3.616	3.567	0.000	3.603	3.590	3.445
		1.033	1.050	0.000	1.132	1.123	1.164
		112	772	0	247	166	535
48. Parents		4.088	3.897	0.000	3.867	3.982	3.847
		0.917	1.043	0.000	1.129	0.975	1.106
		114	776	0	248	166	541
49. Relatives		3.570	3.187	0.000	3.329	3.273	3.249
		1.129	1.199	0.000	1.294	1.207	1.257
		114	772	0	246	165	535
50. Employers		3.469	3.060	0.000	3.195	3.388	3.118
		1.173	1.208	0.000	1.304	1.223	1.319
		113	765	0	246	165	532
51. Job Service		1.869	1.958	0.000	2.288	2.063	2.031
		1.133	1.073	0.000	1.318	1.280	1.210
		107	737	0	236	158	521
52. Newspapers/magazines/television . . .		2.505	2.717	0.000	2.898	2.659	2.616
		1.205	1.162	0.000	1.275	1.241	1.267
		111	760	0	246	164	526
53. Other		4.750	4.550	0.000	4.500	4.833	4.300
		0.500	0.846	0.000	0.519	0.408	1.022
		4	40	0	14	6	30

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Item Statement	H N %	DL N %	DO N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	1 1.4	0 0.0	1 0.3
(1) Employed FULL-time in a nonmilitary occupation .	27 38.6	2 10.5	106 36.1
(2) Employed FULL-time in the military service . . .	4 5.7	0 0.0	19 6.5
(3) Employed PART-time--not in school.	9 12.9	1 5.3	27 9.2
(4) Employed PART-time while in school	10 14.3	4 21.1	74 25.2
(5) FULL-time student--not employed.	10 14.3	6 31.6	39 13.3
(6) Unemployed, but looking for paid employment. . .	8 11.4	5 26.3	23 7.8
(7) Unemployed, not looking for paid employment. . .	1 1.4	1 5.3	5 1.7
7. Do you own or operate your own business? Omit.	16 22.9	8 42.1	69 23.5
(1) Yes, full-time	0 0.0	0 0.0	2 0.7
(2) Yes, part-time	1 1.4	0 0.0	8 2.7
(3) No	53 75.7	11 57.9	215 73.1
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.19 39	$ 4.03 8	$ 5.28 193
10. May we contact your supervisor in our Employer Follow-up? Omit.	23 32.9	10 52.6	99 33.7
(1) Yes.	23 32.9	5 26.3	134 45.6
(2) No	24 34.3	4 21.1	61 20.7
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	17 24.3	11 57.9	66 22.4
(1) Considerably	14 20.0	0 0.0	31 10.5
(2) Somewhat	18 25.7	2 10.5	69 23.5
(3) Very little.	6 8.6	0 0.0	55 18.7
(4) None	15 21.4	6 31.6	73 24.8

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Table B1
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Item Statement	H N %	DL N %	DO N %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	18 25.7	10 52.6	68 23.1
(1) Directly related	5 7.1	1 5.3	25 8.5
(2) Somewhat related	24 34.3	1 5.3	77 26.2
(3) Not related.	23 32.9	7 36.8	124 42.2
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	24 34.3	10 52.6	86 29.3
(1) General job skills	29 41.4	6 31.6	105 35.7
(2) Specific job skills.	7 10.0	3 15.8	35 11.9
(3) Career awareness	4 5.7	3 15.8	51 17.3
(4) General preparation.	14 20.0	5 26.3	74 25.2
(5) English skills used in vocational classes. . . .	3 4.3	3 15.8	44 15.0
(6) Math skills used in vocational classes	10 14.3	0 0.0	82 27.9
(7) Science skills used in vocational classes. . . .	0 0.0	0 0.0	13 4.4
(8) Computer skills.	5 7.1	1 5.3	43 14.6
(9) Other.	2 2.9	3 15.8	36 12.2
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	2 2.9	0 0.0	7 2.4
(1) I was very Satisfied	17 24.3	8 42.1	74 25.2
(2) I was Satisfied.	39 55.7	8 42.1	173 58.8
(3) I was UNsatisfied.	4 5.7	0 0.0	13 4.4
(4) I was very UNsatisfied	4 5.7	1 5.3	4 1.4
(5) I did not take any vocational courses.	4 5.7	2 10.5	23 7.8
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	1 1.4	0 0.0	9 3.1
(1) Yes.	54 77.1	17 89.5	238 81.0
(2) Not sure	12 17.1	1 5.3	43 14.6
(3) No	3 4.3	1 5.3	4 1.4

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Item Statement	H N %	DL N %	DO N %
17. I am currently attending the following school/ educational program? (Check one) Omit.	6 8.6	0 0.0	23 7.8
(1) A vocational-technical school diploma program one-year or less	9 12.9	1 5.3	20 6.8
(2) A vocational-technical school two-year associate degree program	10 14.3	1 5.3	43 14.6
(3) A two-year UW-Center program	1 1.4	0 0.0	16 5.4
(4) A four-year university system or college program	3 4.3	8 42.1	44 15.0
(5) An apprenticeship program.	0 0.0	0 0.0	4 1.4
(6) An in-service or on-the-job training program . .	1 1.4	1 5.3	8 2.7
(7) Private school program	0 0.0	0 0.0	8 2.7
(8) I am not attending school.	35 50.0	7 36.8	112 38.1
(9) Other.	5 7.1	2 10.5	17 5.8
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	35 50.0	8 42.1	111 37.8
(1) Related VTAE	9 12.9	0 0.0	39 13.3
(2) Related four-year university	0 0.0	3 15.8	18 6.1
(3) Other related.	2 2.9	1 5.3	10 3.4
(4) Not related to secondary training.	6 8.6	3 15.8	48 16.3
(5) GE graduates	18 25.7	4 21.1	68 23.1

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.203 1.211 64	3.105 1.150 19	3.100 1.006 270
20. Learning specific job skills		3.127 1.171 63	3.333 1.188 18	3.215 1.062 270
21. Learning specific job knowledge.		3.190 1.148 63	3.389 1.145 18	3.225 1.053 271
22. Getting along with other workers		3.597 1.221 62	3.778 1.166 18	3.584 1.036 269
23. Being able to talk to your boss about your problems.		3.127 1.211 63	3.056 1.211 18	3.254 1.178 268

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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
24. Understanding the value and importance of work		3.581 1.275 62	4.118 0.857 17	3.654 1.074 269
25. Solving problems on the job		3.365 1.154 63	3.529 0.943 17	3.410 1.046 271
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)		3.063 1.256 63	3.235 1.300 17	3.216 1.152 269
27. Understanding how a business makes a profit		3.097 1.238 62	3.529 1.231 17	3.466 1.166 268
28. Understanding alternatives for solving home and family-related problems		3.164 1.113 61	3.529 1.179 17	3.128 1.122 266
29. Understanding child growth and development and parenting responsibilities		3.197 1.289 61	3.529 1.281 17	3.239 1.216 268
30. Managing career responsibilities with home and family responsibilities		3.143 1.045 63	3.412 1.004 17	3.192 1.125 266
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems		3.603 0.976 63	3.882 1.054 17	3.874 0.990 270
32-42: In general, how adequate was the career planning assistance and information you received at your high school?				
32. Determining my skills, interests and abilities		3.371 1.163 62	3.333 1.085 18	3.351 1.064 271
33. Opportunity to hear speakers from the world of work.		3.175 1.212 63	3.000 1.085 18	3.044 1.200 270
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses		2.758 1.066 62	2.500 1.150 18	2.602 1.132 266
35. New and/or future-oriented occupations		2.919 1.149 62	3.000 0.907 18	2.974 1.082 270
36. Jobs held by primarily males or primarily females		2.952 1.137 62	3.056 1.056 18	2.929 1.025 269
37. Occupations which have local job opportunities		3.194 1.143 62	3.111 1.079 18	3.078 1.085 269
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement		2.937 1.134 63	2.706 0.849 17	2.925 1.043 266

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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean*	*H* *StD*	*H* *N*	*DL* *Mean*	*DL* *StD*	*DL* *N*	*DO* *Mean*	*DO* *StD*	*DO* *N*
39. Post-high school vocational education opportunities related to my career goal.		3.238	1.201	63	2.722	1.018	18	3.216	1.122	269
40. Job alternatives related to my career goal		3.226	1.015	62	2.778	1.003	18	3.090	1.115	268
41. How to find a job/how to apply for a job		3.667	1.136	63	3.444	1.294	18	3.550	1.234	271
42. How to start a business.		2.746	1.164	63	2.500	1.200	18	2.589	1.209	270

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*H* *Mean*	*H* *StD*	*H* *N*	*DL* *Mean*	*DL* *StD*	*DL* *N*	*DO* *Mean*	*DO* *StD*	*DO* *N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:										
43. Instructors: vocational		3.111	1.369	63	3.556	1.338	18	3.494	1.243	267
44. Instructors: academic		3.095	1.364	63	3.526	1.219	19	3.300	1.150	267
45. Instructors: technical school		2.763	1.430	59	3.000	1.541	17	2.970	1.351	237
46. Counselors (guidance staff).		3.300	1.442	60	3.211	1.273	19	3.405	1.288	269
47. Friends/classmates		3.516	1.225	62	3.556	1.338	18	3.485	1.146	270
48. Parents.		3.810	1.176	63	3.421	1.216	19	3.760	1.115	271
49. Relatives.		3.206	1.259	63	2.737	1.240	19	3.330	1.267	270
50. Employers.		2.952	1.373	63	2.632	1.300	19	3.139	1.229	267
51. Job Service.		2.328	1.411	61	2.632	1.499	19	2.165	1.247	255
52. Newspapers/magazines/television.		2.730	1.260	63	2.789	1.475	19	2.767	1.255	266
53. Other (please list).		4.250	0.886	8	0.000	0.000	0	4.611	0.698	18

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Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
6. I am presently: Full-time - 32hrs/week or more, Part-time - less than 32 hrs/ week. Omit.	1 2.2	0 0.0	0 0.0	0 0.0	3 0.1
(1) Employed FULL-time in a nonmilitary occupation.	5 10.9	2 7.1	2 14.3	3 42.9	515 20.1
(2) Employed FULL-time in the military service	3 6.5	0 0.0	0 0.0	0 0.0	93 3.6
(3) Employed PART-time--not in school .	10 21.7	0 0.0	2 14.3	0 0.0	123 4.8
(4) Employed PART-time while in school.	8 17.4	6 21.4	5 35.7	1 14.3	877 34.3
(5) Full-time student--not employed . .	7 15.2	14 50.0	4 28.6	3 42.9	824 32.2
(6) Unemployed, but looking for paid employment.	10 21.7	2 7.1	0 0.0	0 0.0	85 3.3
(7) Unemployed, not looking for paid employment.	2 4.3	4 14.3	1 7.1	0 0.0	38 1.5
7. Do you own or operate your own business? Omit.	15 32.6	17 60.7	6 42.9	3 42.9	913 35.7
(1) Yes, full-time	0 0.0	0 0.0	0 0.0	0 0.0	12 0.5
(2) Yes, part-time	1 2.2	0 0.0	0 0.0	0 0.0	28 1.1
(3) No	30 65.2	11 39.3	8 57.1	4 57.1	1605 62.7
8. What is your present hourly wage including tips?	$ 6.00 18	$ 4.41 9	$ 5.38 9	$ 6.15 4	$ 5.03 1424
10. May we contact your supervisor in our Employer Follow-up? Omit.	20 43.5	18 64.3	10 71.4	5 71.4	1100 43.0
(1) Yes	9 19.6	8 28.6	2 14.3	1 14.3	980 38.3
(2) No.	17 37.0	2 7.1	2 14.3	1 14.3	478 18.7
12. Did your high school preparation help you obtain your present job? (Check one) Omit . . .	19 41.3	18 64.3	5 35.7	3 42.9	956 37.4
(1) Considerably.	3 6.5	2 7.1	1 7.1	0 0.0	238 9.3
(2) Somewhat.	12 26.1	0 0.0	6 42.9	2 28.6	472 18.5
(3) Very little	5 10.9	2 7.1	2 14.3	1 14.3	334 13.1
(4) None.	7 15.2	6 21.4	0 0.0	1 14.3	558 21.8

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Table B1
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Graduate - One-Year Follow-up Study

Item Statement	AIN		API		BNH		HIS		WNH	
	N	%	N	%	N	%	N	%	N	%
13. Is this job related to your area of high school preparation? (Check one) Omit.	20	43.5	18	64.3	5	35.7	3	42.9	968	37.8
(1) Directly related	3	6.5	2	7.1	1	7.1	1	14.3	188	7.3
(2) Somewhat related	9	19.6	2	7.1	4	28.6	1	14.3	557	21.8
(3) Not related.	14	30.4	6	21.4	4	28.6	2	28.6	845	33.0
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	20	43.5	20	71.4	6	42.9	4	57.1	1073	41.9
(1) General job skills.	12	26.1	4	14.3	5	35.7	1	14.3	847	33.1
(2) Specific job skills	5	10.9	3	10.7	1	7.1	1	14.3	255	10.0
(3) Career awareness.	8	17.4	1	3.6	5	35.7	0	0.0	328	12.8
(4) General preparation	13	28.3	3	10.7	4	28.6	1	14.3	548	21.4
(5) English skills used in vocational classes	3	6.5	4	14.3	4	28.6	0	0.0	314	12.3
(6) Math skills used in vocational classes	7	15.2	2	7.1	4	28.6	0	0.0	441	17.2
(7) Science skills used in vocational classes	2	4.3	0	0.0	1	7.1	0	0.0	87	3.4
(8) Computer skills	5	10.9	3	10.7	5	35.7	0	0.0	338	13.2
(9) Other	0	0.0	1	3.6	1	7.1	0	0.0	175	6.8
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	1	2.2	0	0.0	0	0.0	0	0.0	61	2.4
(1) I was very Satisfied.	5	10.9	8	28.6	6	42.9	1	14.3	655	25.6
(2) I was Satisfied	35	76.1	11	39.3	7	50.0	4	57.1	1473	57.6
(3) I was UNsatisfied	2	4.3	1	3.6	0	0.0	0	0.0	81	3.2
(4) I was very UNsatisfied.	0	0.0	0	0.0	0	0.0	0	0.0	28	1.1
(5) I did not take any vocational courses	3	6.5	8	28.6	1	7.1	1	14.3	260	10.2
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	1	2.2	0	0.0	0	0.0	0	0.0	64	2.5
(1) Yes	36	78.3	19	67.9	12	85.7	7	100.0	2135	83.5
(2) Not sure.	8	17.4	9	32.1	2	14.3	0	0.0	319	12.5
(3) No.	1	2.2	0	0.0	0	0.0	0	0.0	39	1.5

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Table B1
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Graduate - One-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
17. I am currently attending the following school/educational program? (Check one) Omit.	1 2.2	0 0.0	3 21.4	0 0.0	105 4.1
(1) A vocational-technical school diploma program one-year or less. .	2 4.3	2 7.1	0 0.0	2 28.6	133 5.2
(2) A vocational-technical school two-year associate degree program . . .	3 6.5	3 10.7	2 14.3	0 0.0	339 13.3
(3) A two-year UW-Center program. . . .	1 2.2	2 7.1	0 0.0	0 0.0	201 7.9
(4) A four-year university system or college program	9 19.6	18 64.3	8 57.1	4 57.1	1116 43.6
(5) An apprenticeship program	1 2.2	0 0.0	0 0.0	0 0.0	16 0.6
(6) An in-service or on-the-job training program.	2 4.3	0 0.0	0 0.0	0 0.0	37 1.4
(7) Private school program.	1 2.2	0 0.0	0 0.0	1 14.3	56 2.2
(8) I am not attending school	21 45.7	3 10.7	1 7.1	0 0.0	491 19.2
(9) Other	5 10.9	0 0.0	0 0.0	0 0.0	82 3.2
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	15 32.6	3 10.7	2 14.3	0 0.0	556 21.7
(1) Related VTAE	4 8.7	2 7.1	1 7.1	2 28.6	324 12.7
(2) Related four-year university	0 0.0	8 28.6	1 7.1	1 14.3	441 17.2
(3) Other related.	2 4.3	0 0.0	0 0.0	0 0.0	68 2.7
(4) Not related to secondary training. .	4 8.7	5 17.9	4 28.6	0 0.0	513 20.1
(5) GE graduates	21 45.7	10 35.7	6 42.9	4 57.1	656 25.6

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN* *MEAN* *StD* *N*	*API* *MEAN* *StD* *N*	*BNH* *MEAN* *StD* *N*	*HIS* *MEAN* *StD* *N*	*WNH* *MEAN* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?						
19. Seeking a job		3.217 0.941 46	2.962 1.148 26	3.692 1.182 13	2.714 0.951 7	3.182 1.006 2383
20. Learning specific job skills.		2.822 0.886 45	3.231 1.177 26	3.615 1.044 13	2.857 0.900 7	3.212 1.018 2382
21. Learning specific job knowledge		3.044 0.903 45	3.308 1.011 26	3.714 1.204 14	3.143 0.690 7	3.248 1.011 2378
22. Getting along with other workers. . . .		3.844 0.852 45	3.800 1.041 25	3.923 1.256 13	3.286 0.951 7	3.609 1.003 2376
23. Being able to talk to the boss about your problems		3.133 1.079 45	3.231 1.107 26	3.923 1.115 13	3.000 1.291 7	3.198 1.105 2375

Table B1
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Graduate - One-Year Follow-up Study

Item Statement *Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN MEAN StD N*	*API MEAN StD N*	*BNH MEAN StD N*	*HIS MEAN StD N*	*WNH MEAN StD N*
24. Understanding the value and importance of work	3.911 0.925 45	3.731 1.116 26	4.231 1.013 13	3.714 0.756 7	3.730 1.039 2382
25. Solving problems on the job	3.422 1.033 45	3.692 0.838 26	3.923 1.038 13	3.571 0.787 7	3.499 1.015 2373
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)	2.956 1.147 45	3.654 1.093 26	3.615 1.261 13	3.000 1.000 7	3.226 1.126 2386
27. Understanding how a business makes a profit.	2.955 1.275 44	3.500 1.140 26	3.923 1.320 13	2.857 1.215 7	3.476 1.066 2378
28. Understanding alternatives for solving home and family-related problems. . . .	3.244 1.048 45	3.308 0.970 26	3.538 1.391 13	2.429 0.787 7	3.172 1.062 2365
29. Understanding child growth and development parenting responsibilities	3.267 1.214 45	3.192 1.096 26	3.769 1.536 13	2.857 1.215 7	3.160 1.175 2373
30. Managing career responsibilities with home and family responsibilities. . . .	3.341 1.140 44	3.154 0.925 26	3.538 1.391 13	2.857 0.690 7	3.151 1.052 2364
31. Applying basic skill preparation in math, reading, writing, spelling, listening to everyday problems.	3.614 0.945 44	4.269 0.724 26	4.231 0.832 13	3.857 0.900 7	3.934 0.946 2394
32-42: In general, how adequate was the career planning assistance and information you received at your high school?					
32. Determining my skills, interests and abilities	3.370 0.903 46	3.654 1.018 26	3.643 1.151 14	2.571 0.976 7	3.394 1.039 2402
33. Opportunity to hear speakers from the world of work	3.000 1.054 46	3.192 0.939 26	3.846 0.987 13	1.857 1.069 7	3.039 1.166 2398
34. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).	2.804 1.003 46	2.462 0.905 26	3.308 1.251 13	2.000 0.816 7	2.600 1.104 2386
35. New and/or future-oriented occupations	2.826 0.926 46	3.000 0.980 26	3.385 1.325 13	2.429 0.787 7	2.997 1.064 2390
36. Jobs held by primarily males or or primarily females.	3.044 0.673 45	2.923 0.845 26	3.538 1.050 13	2.286 1.113 7	2.937 0.967 2373
37. Occupations which have local job opportunities	2.978 0.965 45	3.115 1.071 26	3.538 1.050 13	2.429 1.134 7	3.058 1.044 2378
38. Jobs which become outdated, overcrowded or offer no opportunity for advancement	2.773 0.859 44	2.692 0.884 26	2.917 1.443 12	2.857 0.690 7	2.927 1.010 2376

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Table B1
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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN MEAN StD N*	*API MEAN StD N*	*BNH MEAN StD N*	*HIS MEAN StD N*	*WNH MEAN StD N*
39. Post-high school vocational education opportunities related to my career goal.		3.065 0.998 46	3.038 1.183 26	3.429 1.222 14	3.000 0.816 7	3.313 1.090 2380
40. Job alternatives related to my career goal.		3.022 1.022 46	3.038 1.076 26	3.308 1.437 13	2.571 0.535 7	3.176 1.094 2376
41. How to find a job/how to apply for a job		3.413 1.222 46	3.231 1.107 26	4.000 1.291 13	3.000 1.155 7	3.518 1.166 2389
42. How to start a business		2.244 1.131 45	2.846 1.347 26	3.231 1.536 13	2.571 1.134 7	2.577 1.166 2387

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*AIN MEAN StD N*	*API MEAN StD N*	*BNH MEAN StD N*	*HIS MEAN StD N*	*WNH MEAN StD N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:						
43. Instructors: vocational.		3.372 1.196 43	3.500 1.285 24	3.417 1.443 12	3.000 1.633 7	3.473 1.260 2307
44. Instructors: academic.		3.565 1.223 46	3.963 1.126 27	3.615 1.044 13	3.571 1.397 7	3.567 1.104 2371
45. Instructors: technical school.		2.605 1.482 43	3.100 1.294 20	2.143 0.690 7	2.750 1.708 4	2.797 1.294 2062
46. Counselors (guidance staff)		3.044 1.348 45	3.778 1.281 27	3.462 1.613 13	2.143 0.900 7	3.358 1.286 2385
47. Friends/classmates.		3.600 1.195 45	3.600 0.816 25	2.846 1.345 13	2.857 1.345 7	3.562 1.073 2381
48. Parents		3.717 1.259 46	3.852 1.099 27	3.857 1.167 14	3.571 1.272 7	3.944 1.051 2399
49. Relatives		3.261 1.421 46	3.346 1.198 26	3.286 1.326 14	2.857 1.773 7	3.284 1.212 2380
50. Employers		2.864 1.357 44	3.043 1.147 23	2.750 1.545 12	2.571 1.134 7	3.089 1.260 2355
51. Job Service		2.000 1.247 46	2.565 1.376 23	2.250 1.765 12	1.333 0.516 6	1.999 1.153 2257
52. Newspapers/magazines/television		2.244 1.131 45	3.038 1.280 26	2.923 1.553 13	3.000 1.528 7	2.707 1.221 2339
53. Other		5.000 0.000 3	5.000 0.000 1	0.000 0.000 0	0.000 0.000 0	4.520 0.829 148

B2

Five-Year Graduate Follow-up

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Table B2
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	Total	
Item Statement	N	%
1. Program enrolled in: Omit.	8	0.6
(1) Instructional Program Component (IPC).	384	27.4
(2) Sequence Course.	690	49.3
(3) General Education Program.	319	22.8
2. Vocational course area: Omit.	329	23.5
(1) Agriculture.	65	4.6
(2) Business Education	484	34.5
(3) Health Occupations	12	0.9
(4) Home Economics	119	8.5
(5) Marketing Education.	53	3.8
(6) Technology Education	339	24.2
3. Special Needs Students: Omit.	1259	89.9
(1) Handicapped (H).	49	3.5
(2) Disadvantaged - Limited English Proficient (DL).	2	0.1
(3) Disadvantaged - Other (DO)	91	6.5
4. Ethnic Group: Omit.	16	1.1
(1) American Indian or Alaskan Native (AIN).	10	0.7
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)	0	0.0
(3) Black (BNH) (Not of Hispanic Origin)	0	0.0
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)	2	0.1
(5) White (WNH) (Not of Hispanic Origin)	1373	98.0
5. Sex: Omit.	1	0.1
(1) Male	639	45.6
(2) Female	761	54.3

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Graduate - Five-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32hrs/week. Omit.	4 0.3	1 0.2	3 0.4
(1) Employed FULL-time in a nonmilitary occupation .	843 60.2	385 60.3	458 60.2
(2) Employed FULL-time in the military service . . .	37 2.6	35 5.5	2 0.3
(3) Employed PART-time--not in school.	61 4.4	16 2.5	45 5.9
(4) Employed PART-time while in school	221 15.8	86 13.5	135 17.7
(5) FULL-time student--not employed.	160 11.4	96 15.0	63 8.3
(6) Unemployed, but looking for paid employment. . .	42 3.0	15 2.3	27 3.5
(7) Unemployed, not looking for paid employment. . .	33 2.4	5 0.8	28 3.7
7. Do you own or operate your own business? Omit. . .	223 15.9	118 18.5	104 13.7
(1) Yes, full-time	33 2.4	22 3.4	11 1.4
(2) Yes, part-time	40 2.9	25 3.9	15 2.0
(3) No	1105 78.9	474 74.2	631 82.9
8. What is your present hourly wage including tips? (Do not include overtime)	$ 7.67 909	$ 8.50 390	$ 7.05 519
10. May we contact your supervisor in our Employer Follow-up? Omit.	313 22.3	164 25.7	148 19.4
(1) Yes	691 49.3	308 48.2	383 50.3
(2) No.	397 28.3	167 26.1	230 30.2
12. Is this job related to your area of high school vocational preparation? Omit.	241 17.2	120 18.8	120 15.8
(1) Directly related	153 10.9	64 10.0	89 11.7
(2) Somewhat related	526 37.5	230 36.0	296 38.9
(3) Not related.	482 34.4	225 35.2	257 33.8
13. Did your high school preparation help you to obtain your present job? Omit.	238 17.0	120 18.8	117 15.4
(1) Considerably	151 10.8	58 9.1	93 12.2
(2) Somewhat	438 31.3	195 30.5	243 31.9
(3) Very little.	284 20.3	129 20.2	155 20.4
(4) None	290 20.7	137 21.4	153 20.1

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Table B2
Page B2.A2
Graduate - Five-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	316 22.6	163 25.5	152 20.0
(1) General job skills	507 36.2	219 34.3	288 37.8
(2) Specific job skills.	169 12.1	68 10.6	101 13.3
(3) Career awareness	254 18.1	99 15.5	155 20.4
(4) General preparation.	407 29.1	171 26.8	236 31.0
(5) English skills used in vocational classes. . . .	329 23.5	108 16.9	221 29.0
(6) Math skills used in vocational classes	420 30.0	212 33.2	208 27.3
(7) Science skills used in vocational classes. . . .	109 7.8	65 10.2	44 5.8
(8) Computer skills.	323 23.1	102 16.0	221 29.0
(9) Other.	112 8.0	43 6.7	69 9.1
15. How do you feel about the vocational courses you took at your high school? Omit.	35 2.5	23 3.6	12 1.6
(1) I was very Satisfied	243 17.3	115 18.0	128 16.8
(2) I was Satisfied.	878 62.7	391 61.2	486 63.9
(3) I was UNsatisfied.	68 4.9	32 5.0	36 4.7
(4) I was very UNsatisfied	21 1.5	8 1.3	13 1.7
(5) I did not take any vocational courses.	157 11.2	70 11.0	87 11.4
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	36 2.6	23 3.6	13 1.7
(1) Yes.	1219 87.0	531 83.1	687 90.3
(2) Not sure	120 8.6	69 10.8	51 6.7
(3) No	28 2.0	16 2.5	12 1.6
17. Since leaving high school: Omit.	127 9.1	71 11.1	55 7.2
(1) I have received one or more job promotions . . .	659 47.0	313 49.0	346 45.5
(2) I have changed jobs one or more times.	964 68.8	401 62.8	563 74.0
(3) I am doing the same work that I did immediately following high school graduation	136 9.7	78 12.2	58 7.6

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Table B2
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Graduate - Five-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	125 8.9	49 7.7	76 10.0
(1) A vocational-technical school diploma program one-year or less.	150 10.7	58 9.1	92 12.1
(2) A vocational-technical school two-year associate degree program.	216 15.4	92 14.4	124 16.3
(3) A two-year UW-Center program.	70 5.0	30 4.7	40 5.3
(4) A four-year university system or college program.	569 40.6	260 40.7	308 40.5
(5) An apprenticeship program	41 2.9	32 5.0	9 1.2
(6) An in-service or on-the-job training program. . .	161 11.5	82 12.8	79 10.4
(7) Private school program.	45 3.2	17 2.7	28 3.7
(8) Started a four-year university program and transferred to one of the above	48 3.4	21 3.3	27 3.5
(9) I have not taken any additional training.	229 16.3	114 17.8	115 15.1
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	287 20.5	139 21.8	148 19.4
(1) Related VTAE.	226 16.1	108 16.9	118 15.5
(2) Related four-year university.	180 12.8	84 13.1	96 12.6
(3) Other related	97 6.9	49 7.7	48 6.3
(4) Not related to secondary training	293 20.9	120 18.8	172 22.6
(5) GE graduates.	318 22.7	139 21.8	179 23.5

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Table B2
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Graduate - Five-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0 0.0	4 0.6	0 0.0
(1) Employed FULL-time in a nonmilitary occupation .	279 72.7	424 61.4	134 42.0
(2) Employed FULL-time in the military service . . .	6 1.6	22 3.2	8 2.5
(3) Employed PART-time--not in school.	13 3.4	36 5.2	12 3.8
(4) Employed PART-time while in school	38 9.9	109 15.8	74 23.2
(5) FULL-time student--not employed.	27 7.0	59 8.6	73 22.9
(6) Unemployed, but looking for paid employment. . .	15 3.9	16 2.3	11 3.4
(7) Unemployed, not looking for paid employment. . .	6 1.6	20 2.9	7 2.2
7. Do you own or operate your own business? Omit . . .	48 12.5	96 13.9	78 24.5
(1) Yes, full-time	17 4.4	14 2.0	2 0.6
(2) Yes, part-time	16 4.2	18 2.6	5 1.6
(3) No	303 78.9	562 81.4	234 73.4
8. What is your present hourly wage including tips? (Do not include overtime)	$ 7.96 275	$ 7.63 467	$ 7.31 161
10. May we contact your supervisor in our Employer Follow-up? Omit.	69 18.0	138 20.0	105 32.9
(1) Yes	208 54.2	357 51.7	121 37.9
(2) No.	107 27.9	195 28.3	93 29.2
12. Is this job related to your area of high school vocational preparation? Omit.	50 13.0	96 13.9	94 29.5
(1) Directly related	77 20.1	67 9.7	8 2.5
(2) Somewhat related	168 43.8	270 39.1	84 26.3
(3) Not related.	89 23.2	258 37.4	133 41.7
13. Did your high school preparation help you to obtain your present job? Omit.	48 12.5	96 13.9	93 29.2
(1) Considerably	64 16.7	62 9.0	24 7.5
(2) Somewhat	136 35.4	233 33.8	68 21.3
(3) Very little.	71 18.5	148 21.4	61 19.1
(4) None	65 16.9	151 21.9	73 22.9

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Graduate - Five-Year Follow-up Study

Item Statement	IPC		SEQ		GE	
	N	%	N	%	N	%
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	59	15.4	138	20.0	118	37.0
(1) General job skills	186	48.4	246	35.7	73	22.9
(2) Specific job skills.	72	18.8	84	12.2	12	3.8
(3) Career awareness	96	25.0	121	17.5	35	11.0
(4) General preparation.	124	32.3	198	28.7	82	25.7
(5) English skills used in vocational classes. . . .	91	23.7	175	25.4	61	19.1
(6) Math skills used in vocational classes	126	32.8	232	33.6	57	17.9
(7) Science skills used in vocational classes. . . .	25	6.5	61	8.8	22	6.9
(8) Computer skills.	109	28.4	161	23.3	50	15.7
(9) Other.	41	10.7	52	7.5	19	6.0
15. How do you feel about the vocational courses you took at your high school? Omit.	3	0.8	17	2.5	15	4.7
(1) I was very Satisfied	106	27.6	113	16.4	23	7.2
(2) I was Satisfied.	254	66.1	465	67.4	155	48.6
(3) I was UNsatisfied.	13	3.4	38	5.5	17	5.3
(4) I was very UNsatisfied	3	0.8	8	1.2	10	3.1
(5) I did not take any vocational courses.	5	1.3	49	7.1	100	31.3
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	3	0.8	18	2.6	15	4.7
(1) Yes.	355	92.4	600	87.0	256	80.3
(2) Not sure	22	5.7	58	8.4	40	12.5
(3) No	4	1.0	14	2.0	10	3.1
17. Since leaving high school: Omit.	19	4.9	49	7.1	59	18.5
(1) I have received one or more job promotions . . .	205	53.4	325	47.1	122	38.2
(2) I have changed jobs one or more times.	263	68.5	493	71.4	204	63.9
(3) I am doing the same work that I did immediately following high school graduation	41	10.7	69	10.0	24	7.5

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Graduate - Five-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	40 10.4	61 8.8	23 7.2
(1) A vocational-technical school diploma program one-year or less.	51 13.3	89 12.9	8 2.5
(2) A vocational-technical school two-year associate degree program.	80 20.8	117 17.0	18 5.6
(3) A two-year UW-Center program.	18 4.7	31 4.5	21 6.6
(4) A four-year university system or college program.	94 24.5	248 35.9	225 70.5
(5) An apprenticeship program	18 4.7	19 2.8	4 1.3
(6) An in-service or on-the-job training program. . .	45 11.7	95 13.8	18 5.6
(7) Private school program.	9 2.3	24 3.5	12 3.8
(8) Started a four-year university program and transferred to one of the above	13 3.4	27 3.9	7 2.2
(9) I have not taken any additional training.	87 22.7	117 17.0	23 7.2
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	117 30.5	161 23.3	1 0.3
(1) Related VTAE.	89 23.2	137 19.9	0 0.0
(2) Related four-year university.	64 16.7	116 16.8	0 0.0
(3) Other related	37 9.6	60 8.7	0 0.0
(4) Not related to secondary training	77 20.1	216 31.3	0 0.0
(5) GE graduates.	0 0.0	0 0.0	318 99.7

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Page Graduate - Five-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit. . . .	0	2	0	1	0	1
	0.0	0.4	0.0	0.8	0.0	0.3
(1) Employed FULL-time in a non-military occupation	51	286	7	76	27	255
	78.5	59.1	58.3	63.9	50.9	75.2
(2) Employed FULL-time in the military service	0	7	0	1	1	19
	0.0	1.4	0.0	0.8	1.9	5.6
(3) Employed PART-time--not in school	1	25	2	13	2	6
	1.5	5.2	16.7	10.9	3.8	1.8
(4) Employed PART-time while in school	8	95	1	8	10	25
	12.3	19.6	8.3	6.7	18.9	7.4
(5) Full-time student--not employed .	4	49	0	6	8	18
	6.2	10.1	0.0	5.0	15.1	5.3
(6) Unemployed, but looking for paid employment.	0	9	1	8	5	8
	0.0	1.9	8.3	6.7	9.4	2.4
(7) Unemployed, not looking for paid employment.	1	11	1	6	0	7
	1.5	2.3	8.3	5.0	0.0	2.1
7. Do you own or operate your own business? Omit. . . .	7	63	2	19	11	41
	10.8	13.0	16.7	16.0	20.8	12.1
(1) Yes, full-time	5	5	0	3	4	14
	7.7	1.0	0.0	2.5	7.5	4.1
(2) Yes, part-time	6	11	0	3	2	12
	9.2	2.3	0.0	2.5	3.8	3.5
(3) No	47	405	10	94	36	272
	72.3	83.7	83.3	79.0	67.9	80.2
8. What is your present hourly wage including tips?	$ 7.66	$ 7.10	$ 7.20	$ 6.93	$ 7.47	$ 9.02
	37	341	7	81	35	240
10. May we contact your supervisor in our Employer Follow-up? Omit. . . .	14	86	4	28	13	61
	21.5	17.8	33.3	23.5	24.5	18.0
(1) Yes	37	246	6	63	26	186
	56.9	50.8	50.0	52.9	49.1	54.9
(2) No.	14	152	2	28	14	92
	21.5	31.4	16.7	23.5	26.4	27.1
12. Is this job related to your area of high school preparation? Omit. . . .	7	70	2	20	14	32
	10.8	14.5	16.7	16.8	26.4	9.4
(1) Directly related	14	64	0	9	6	51
	21.5	13.2	0.0	7.6	11.3	15.0
(2) Somewhat related	30	200	5	45	16	141
	46.2	41.3	41.7	37.8	30.2	41.6
(3) Not related.	14	151	5	45	17	115
	21.5	31.2	41.7	37.8	32.1	33.9
13. Did your high school preparation help you obtain your present job? Omit. .	6	71	2	19	13	32
	9.2	14.7	16.7	16.0	24.5	9.4
(1) Considerably.	8	58	0	9	8	42
	12.3	12.0	0.0	7.6	15.1	12.4
(2) Somewhat.	24	175	4	40	14	112
	36.9	36.2	33.3	33.6	26.4	33.0
(3) Very little	7	95	2	27	8	80
	10.8	19.6	16.7	22.7	15.1	23.6
(4) None.	20	85	4	24	10	73
	30.8	17.6	33.3	20.2	18.9	21.5

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Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit. . . .	16	86	3	24	14	53
	24.6	17.8	25.0	20.2	26.4	15.6
(1) General job skills.	23	206	3	41	19	140
	35.4	42.6	25.0	34.5	35.8	41.3
(2) Specific job skills	7	78	0	9	7	55
	10.8	16.1	0.0	7.6	13.2	16.2
(3) Career awareness.	18	89	3	27	13	67
	27.7	18.4	25.0	22.7	24.5	19.8
(4) General preparation	24	142	3	36	19	98
	36.9	29.3	25.0	30.3	35.8	28.9
(5) English skills used in vocational	17	151	1	29	12	56
classes	26.2	31.2	8.3	24.4	22.6	16.5
(6) Math skills used in vocational	20	147	2	34	16	138
classes	30.8	30.4	16.7	28.6	30.2	40.7
(7) Science skills used in vocational	9	28	1	12	2	34
classes	13.8	5.8	8.3	10.1	3.8	10.0
(8) Computer skills	12	168	3	20	8	59
	18.5	34.7	25.0	16.8	15.1	17.4
(9) Other	8	42	1	15	5	22
	12.3	8.7	8.3	12.6	9.4	6.5
15. How do you feel about the vocational courses you took at your high school? Omit. . . .	1	7	0	1	1	10
	1.5	1.4	0.0	0.8	1.9	2.9
(1) I was very Satisfied.	16	90	3	22	7	81
	24.6	18.6	25.0	18.5	13.2	23.9
(2) I was Satisfied	42	338	6	71	41	220
	64.6	69.8	50.0	59.7	77.4	64.9
(3) I was UNsatisfied	2	18	3	12	2	14
	3.1	3.7	25.0	10.1	3.8	4.1
(4) I was very UNsatisfied.	3	6	0	0	1	1
	4.6	1.2	0.0	0.0	1.9	0.3
(5) I did not take any vocational	1	25	0	13	1	13
courses	1.5	5.2	0.0	10.9	1.9	3.8
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit. . . .	1	5	0	5	1	9
	1.5	1.0	0.0	4.2	1.9	2.7
(1) Yes	52	453	9	99	51	289
	80.0	93.6	75.0	83.2	96.2	85.3
(2) Not sure.	9	20	2	13	1	35
	13.8	4.1	16.7	10.9	1.9	10.3
(3) No.	3	6	1	2	0	6
	4.6	1.2	8.3	1.7	0.0	1.8
17. Since leaving high school: Omit. . .	4	38	0	4	3	18
	6.2	7.9	0.0	3.4	5.7	5.3
(1) I have received one or more job	28	231	5	50	31	184
promotions.	43.1	47.7	41.7	42.0	58.5	54.3
(2) I have changed jobs one or more	41	345	12	87	36	234
times	63.1	71.3	100.0	73.1	67.9	69.0
(3) I am doing the same work that I did immediately following high school	12	37	0	15	3	43
graduation.	18.5	7.6	0.0	12.6	5.7	12.7

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Graduate - Five-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit. . . .	8 12.3	38 7.9	2 16.7	15 12.6	6 11.3	32 9.4
(1) A vocational-technical school diploma program one-year or less.	8 12.3	54 11.2	3 25.0	29 24.4	4 7.5	42 12.4
(2) A vocational-technical school two-year associate degree program . .	5 7.7	86 17.8	2 16.7	24 20.2	15 28.3	65 19.2
(3) A two-year UW-Center program. . .	1 1.5	33 6.8	0 0.0	1 0.8	5 9.4	9 2.7
(4) A four-year university system or college program	20 30.8	205 42.4	2 16.7	21 17.6	22 41.5	71 20.9
(5) An apprenticeship program	2 3.1	8 1.7	1 8.3	3 2.5	1 1.9	22 6.5
(6) An in-service or on-the-job training program.	6 9.2	43 8.9	4 33.3	17 14.3	6 11.3	64 18.9
(7) Private school program.	2 3.1	12 2.5	0 0.0	4 3.4	1 1.9	14 4.1
(8) Started a four-year university program and transferred to one of the above	2 3.1	25 5.2	1 8.3	3 2.5	3 5.7	6 1.8
(9) I have not taken any additional training.	22 33.8	72 14.9	1 8.3	23 19.3	7 13.2	78 23.0
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit. . . .	28 43.1	96 19.8	3 25.0	31 26.1	13 24.5	106 31.3
(1) Related VTAE	8 12.3	93 19.2	1 8.3	24 20.2	8 15.1	92 27.1
(2) Related four-year university . . .	10 15.4	110 22.7	2 16.7	7 5.9	14 26.4	36 10.6
(3) Other related.	3 4.6	32 6.6	1 8.3	16 13.4	1 1.9	44 13.0
(4) Not related to secondary training.	16 24.6	153 31.6	5 41.7	41 34.5	17 32.1	61 18.0
(5) GE graduates	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0

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Item Statement	H N %	DL N %	DO N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	2	0	0
	4.1	0.0	0.0
(1) Employed FULL-time in a nonmilitary occupation .	30	1	65
	61.2	50.0	71.4
(2) Employed FULL-time in the military service . . .	2	0	4
	4.1	0.0	4.4
(3) Employed PART-time--not in school.	5	1	4
	10.2	50.0	4.4
(4) Employed PART-time while in school	2	0	8
	4.1	0.0	8.8
(5) FULL-time student--not employed.	2	0	3
	4.1	0.0	3.3
(6) Unemployed, but looking for paid employment. . .	5	0	2
	10.2	0.0	2.2
(7) Unemployed, not looking for paid employment. . .	1	0	5
	2.0	0.0	5.5
7. Do you own or operate your own business? Omit. . .	10	0	10
	20.4	0.0	11.0
(1) Yes, full-time	1	0	5
	2.0	0.0	5.5
(2) Yes, part-time	1	0	3
	2.0	0.0	3.3
(3) No	37	2	73
	75.5	100.0	80.2
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.92	$ 8.64	$ 7.64
	33	2	61
10. May we contact your supervisor in our Employer Follow-up? Omit.	15	0	22
	30.6	0.0	24.2
(1) Yes	26	0	55
	53.1	0.0	60.4
(2) No.	8	2	14
	16.3	100.0	15.4
12. Is this job related to your area of high school vocational preparation? Omit.	10	0	12
	20.4	0.0	13.2
(1) Directly related	3	0	13
	6.1	0.0	14.3
(2) Somewhat related	13	2	35
	26.5	100.0	38.5
(3) Not related.	23	0	31
	46.9	0.0	34.1
13. Did your high school preparation help you to obtain your present job? Omit.	9	0	13
	18.4	0.0	14.3
(1) Considerably	2	0	9
	4.1	0.0	9.9
(2) Somewhat	12	1	30
	24.5	50.0	33.0
(3) Very little.	8	1	20
	16.3	50.0	22.0
(4) None	18	0	19
	36.7	0.0	20.9

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Table B2
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Graduate - Five-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	14	0	14
	28.6	0.0	15.4
(1) General job skills	20	0	41
	40.8	0.0	45.1
(2) Specific job skills.	4	0	8
	8.2	0.0	8.8
(3) Career awareness	10	0	19
	20.4	0.0	20.9
(4) General preparation.	9	2	27
	18.4	100.0	29.7
(5) English skills used in vocational classes. . . .	7	1	25
	14.3	50.0	27.5
(6) Math skills used in vocational classes	10	1	33
	20.4	50.0	36.3
(7) Science skills used in vocational classes. . . .	1	0	5
	2.0	0.0	5.5
(8) Computer skills.	5	1	15
	10.2	50.0	16.5
(9) Other.	3	0	7
	6.1	0.0	7.7
15. How do you feel about the vocational courses you took at your high school? Omit.	4	0	6
	8.2	0.0	6.6
(1) I was very Satisfied	7	0	18
	14.3	0.0	19.8
(2) I was Satisfied.	28	1	53
	57.1	50.0	58.2
(3) I was UNsatisfied.	4	0	9
	8.2	0.0	9.9
(4) I was very UNsatisfied	0	0	1
	0.0	0.0	1.1
(5) I did not take any vocational courses.	6	1	5
	12.2	50.0	5.5
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	3	1	5
	6.1	50.0	5.5
(1) Yes.	38	1	80
	77.6	50.0	87.9
(2) Not sure	6	0	4
	12.2	0.0	4.4
(3) No	2	0	2
	4.1	0.0	2.2
17. Since leaving high school: Omit.	7	0	4
	14.3	0.0	4.4
(1) I have received one or more job promotions . . .	16	2	35
	32.7	100.0	38.5
(2) I have changed jobs one or more times.	31	2	70
	63.3	100.0	76.9
(3) I am doing the same work that I did immediately following high school graduation	9	0	9
	18.4	0.0	9.9

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Graduate - Five-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	13 26.5	0 0.0	13 14.3
(1) A vocational-technical school diploma program one-year or less.	4 8.2	0 0.0	16 17.6
(2) A vocational-technical school two-year associate degree program.	2 4.1	0 0.0	16 17.6
(3) A two-year UW-Center program.	0 0.0	0 0.0	1 1.1
(4) A four-year university system or college program.	4 8.2	2 100.0	11 12.1
(5) An apprenticeship program	1 2.0	0 0.0	3 3.3
(6) An in-service or on-the-job training program. . .	3 6.1	0 0.0	13 14.3
(7) Private school program.	2 4.1	0 0.0	5 5.5
(8) Started a four-year university program and transferred to one of the above	1 2.0	0 0.0	1 1.1
(9) I have not taken any additional training.	23 46.9	0 0.0	27 29.7
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	22 44.9	0 0.0	36 39.6
(1) Related VTAE.	5 10.2	0 0.0	19 20.9
(2) Related four-year university.	3 6.1	0 0.0	3 3.3
(3) Other related	5 10.2	0 0.0	7 7.7
(4) Not related to secondary training	3 6.1	1 50.0	14 15.4
(5) GE graduates.	11 22.4	1 50.0	12 13.2

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Graduate - Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0	0	0	0	4
	0.0	0.0	0.0	0.0	0.3
(1) Employed FULL-time in a nonmilitary occupation.	7	0	0	1	823
	70.0	0.0	0.0	50.0	59.9
(2) Employed FULL-time in the military service	0	0	0	0	36
	0.0	0.0	0.0	0.0	2.6
(3) Employed PART-time--not in school .	1	0	0	0	60
	10.0	0.0	0.0	0.0	4.4
(4) Employed PART-time while in school.	0	0	0	0	219
	0.0	0.0	0.0	0.0	16.0
(5) Full-time student--not employed . .	0	0	0	1	158
	0.0	0.0	0.0	50.0	11.5
(6) Unemployed, but looking for paid employment.	2	0	0	0	40
	20.0	0.0	0.0	0.0	2.9
(7) Unemployed, not looking for paid employment.	0	0	0	0	33
	0.0	0.0	0.0	0.0	2.4
7. Do you own or operate your own business? Omit.	0	0	0	1	221
	0.0	0.0	0.0	50.0	16.1
(1) Yes, full-time	0	0	0	0	33
	0.0	0.0	0.0	0.0	2.4
(2) Yes, part-time	0	0	0	0	39
	0.0	0.0	0.0	0.0	2.8
(3) No	10	0	0	1	1080
	100.0	0.0	0.0	50.0	78.7
8. What is your present hourly wage including tips?	$ 7.90	$ 0.00	$ 0.00	$ 7.25	$ 7.67
	4	0	0	1	891
10. May we contact your supervisor in our Employer Follow-up? Omit.	2	0	0	1	308
	20.0	0.0	0.0	50.0	22.4
(1) Yes	6	0	0	0	679
	60.0	0.0	0.0	0.0	49.5
(2) No.	2	0	0	1	386
	20.0	0.0	0.0	50.0	28.1
12. Is this job related to your area of high school preparation? Omit.	2	0	0	1	237
	20.0	0.0	0.0	50.0	17.3
(1) Directly related	1	0	0	0	147
	10.0	0.0	0.0	0.0	10.7
(2) Somewhat related	5	0	0	1	512
	50.0	0.0	0.0	50.0	37.3
(3) Not related.	2	0	0	0	478
	20.0	0.0	0.0	0.0	34.8
13. Did your high school preparation help you obtain your present job? Omit . . .	2	0	0	1	234
	20.0	0.0	0.0	50.0	17.0
(1) Considerably.	1	0	0	0	148
	10.0	0.0	0.0	0.0	10.8
(2) Somewhat.	3	0	0	1	427
	30.0	0.0	0.0	50.0	31.1
(3) Very little	2	0	0	0	278
	20.0	0.0	0.0	0.0	20.2
(4) None.	2	0	0	0	286
	20.0	0.0	0.0	0.0	20.8

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Table B2
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Graduate - Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	2 20.0	0 0.0	0 0.0	1 50.0	311 22.7
(1) General job skills.	2 20.0	0 0.0	0 0.0	0 0.0	498 36.3
(2) Specific job skills	1 10.0	0 0.0	0 0.0	1 50.0	163 11.9
(3) Career awareness.	2 20.0	0 0.0	0 0.0	0 0.0	246 17.9
(4) General preparation	1 10.0	0 0.0	0 0.0	0 0.0	399 29.1
(5) English skills used in vocational classes	3 30.0	0 0.0	0 0.0	1 50.0	318 23.2
(6) Math skills used in vocational classes	3 30.0	0 0.0	0 0.0	0 0.0	409 29.8
(7) Science skills used in vocational classes	0 0.0	0 0.0	0 0.0	0 0.0	108 7.9
(8) Computer skills	2 20.0	0 0.0	0 0.0	0 0.0	313 22.8
(9) Other	1 10.0	0 0.0	0 0.0	0 0.0	110 8.0
15. How do you feel about the vocational courses you took at your high school? Omit.	2 20.0	0 0.0	0 0.0	0 0.0	33 2.4
(1) I was very Satisfied.	1 10.0	0 0.0	0 0.0	0 0.0	239 17.4
(2) I was Satisfied	5 50.0	0 0.0	0 0.0	2 100.0	862 62.8
(3) I was UNsatisfied	0 0.0	0 0.0	0 0.0	0 0.0	68 5.0
(4) I was very UNsatisfied.	0 0.0	0 0.0	0 0.0	0 0.0	20 1.5
(5) I did not take any vocational courses	2 20.0	0 0.0	0 0.0	0 0.0	152 11.1
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	0 0.0	0 0.0	0 0.0	0 0.0	36 2.6
(1) Yes	9 90.0	0 0.0	0 0.0	2 100.0	1192 86.8
(2) Not sure.	1 10.0	0 0.0	0 0.0	0 0.0	119 8.7
(3) No.	0 0.0	0 0.0	0 0.0	0 0.0	28 2.0
17. Since leaving high school: Omit. . . .	0 0.0	0 0.0	0 0.0	0 0.0	127 9.2
(1) I have received one or more job promotions.	6 60.0	0 0.0	0 0.0	2 100.0	639 46.5
(2) I have changed jobs one or more times	8 80.0	0 0.0	0 0.0	0 0.0	945 68.8
(3) I am doing the same work that I did immediately following high school graduation.	2 20.0	0 0.0	0 0.0	1 50.0	131 9.5

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Table B2
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Graduate - Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	2 20.0	0 0.0	0 0.0	0 0.0	122 8.9
(1) A vocational-technical school diploma program one-year or less. .	2 20.0	0 0.0	0 0.0	0 0.0	143 10.4
(2) A vocational-technical school two-year associate degree program . . .	1 10.0	0 0.0	0 0.0	0 0.0	212 15.4
(3) A two-year UW-Center program. . . .	0 0.0	0 0.0	0 0.0	0 0.0	70 5.1
(4) A four-year university system or college program	0 0.0	0 0.0	0 0.0	1 50.0	564 41.1
(5) An apprenticeship program	0 0.0	0 0.0	0 0.0	0 0.0	41 3.0
(6) An in-service or on-the-job training program.	0 0.0	0 0.0	0 0.0	1 50.0	157 11.4
(7) Private school program.	2 20.0	0 0.0	0 0.0	1 50.0	42 3.1
(8) Started a four-year university program and transferred to one of the above	0 0.0	0 0.0	0 0.0	0 0.0	47 3.4
(9) I have not taken any additional training.	3 30.0	0 0.0	0 0.0	0 0.0	223 16.2
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	3 30.0	0 0.0	0 0.0	0 0.0	275 20.0
(1) Related VTAE	3 30.0	0 0.0	0 0.0	0 0.0	219 16.0
(2) Related four-year university	0 0.0	0 0.0	0 0.0	1 50.0	178 13.0
(3) Other related.	2 20.0	0 0.0	0 0.0	0 0.0	95 6.9
(4) Not related to secondary training. .	2 20.0	0 0.0	0 0.0	0 0.0	290 21.1
(5) GE graduates	0 0.0	0 0.0	0 0.0	1 0.0	316 0.0

B3

Student Non-Completer Follow-up

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Table B3
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Student Non-Completer Follow-up Study

Item Statement		Total N	Total %
1. Program enrolled in:	Omit.	2	13.3
(1) Instructional Program Component (IPC).		5	33.3
(2) Sequence Course.		4	26.7
(3) General Education Program.		4	26.7
2. Vocational course area:	Omit.	6	40.0
(1) Agriculture.		1	6.7
(2) Business Education		2	13.3
(3) Health Occupations		0	0.0
(4) Home Economics		2	13.3
(5) Marketing Education.		0	0.0
(6) Technology Education		4	26.7
3. Special Needs Students:	Omit.	8	53.3
(1) Handicapped (H).		0	0.0
(2) Disadvantaged - Limited English Proficient (DL).		0	0.0
(3) Disadvantaged - Other (DO)		7	46.7
4. Ethnic Group:	Omit.	3	20.0
(1) American Indian or Alaskan Native (AIN).		0	0.0
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		0	0.0
(3) Black (BNH) (Not of Hispanic Origin)		0	0.0
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		0	0.0
(5) White (WNH) (Not of Hispanic Origin)		12	80.0
5. Sex:	Omit.	0	0.0
(1) Male		10	66.7
(2) Female		5	33.3

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Table B3
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Student Non-Completer Follow-up Study

	Total	
Item Statement	N	%
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0	0.0
(1) Employed FULL-time in a nonmilitary occupation .	4	26.7
(2) Employed FULL-time in the military service . . .	1	6.7
(3) Employed PART-time--not in school.	2	13.3
(4) Employed PART-time while in school	2	13.3
(5) FULL-time student--not employed.	4	26.7
(6) Unemployed, but looking for paid employment. . .	1	6.7
(7) Unemployed, not looking for paid employment. . .	1	6.7
7. Do you own or operate your own business? Omit . . .	4	26.7
(1) Yes, full-time	0	0.0
(2) Yes, part-time	0	0.0
(3) No	11	73.3
8. What is your present hourly wage including tips? (Do not include overtime) Omit.	8	$ 4.23
10. May we contact your supervisor in our Employer Follow-up? Omit.	7	46.7
(1) Yes	4	26.7
(2) No.	4	26.7
12. Is this job related to your area of high school vocational preparation? (Check one) Omit.	6	40.0
(1) Directly related	1	6.7
(2) Somewhat related	0	0.0
(3) Not related.	8	53.3
13. What is the highest grade level you completed in high school? Omit.	0	0.0
(1) 9th grade	0	0.0
(2) 10th grade	2	13.3
(3) 11th grade	7	46.7
(4) 12th grade	6	40.0
14. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	0	0.0
(1) I was very Satisfied	2	13.3
(2) I was Satisfied.	10	66.7
(3) I was UNsatisfied.	0	0.0
(4) I was very UNsatisfied	1	6.7
(5) I did not take any vocational courses.	2	13.3
15. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	0	0.0
(1) Yes.	13	86.7
(2) Not sure	1	6.7
(3) No	1	6.7

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Table B3
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Student Non-Completer Follow-up Study

Item Statement	Total N	%
16. Reasons for leaving high school vocational program. (Check all that apply) Omit.	8	53.3
(1) Got a job.	2	13.3
(2) Changed to another school.	0	0.0
(3) School was too difficult	1	6.7
(4) School was boring.	1	6.7
(5) School was not related to my career goals. . . .	0	0.0
(6) Got married.	0	0.0
(7) Conflict with school staff	3	20.0
(8) Illness.	1	6.7
(9) Family/personal problems	2	13.3
17. Since leaving high school, I have enrolled for further education in: (Check all that apply) Omit.	3	20.0
(1) Another high school	0	0.0
(2) A vocational-technical school diploma program one-year or less.	0	0.0
(3) A vocational-technical school two-year associate degree program.	2	13.3
(4) A two-year UW-Center program.	0	0.0
(5) A four-year university system or college program.	4	26.7
(6) A GED (High School Equivalency) program	2	13.3
(7) An apprenticeship program	0	0.0
(8) An in-service or on-the-job training program. . .	0	0.0
(9) I have not taken any additional training.	5	33.3
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	7	46.7
(1) Related VTAE.	1	6.7
(2) Related four-year university.	3	20.0
(3) Other related	0	0.0
(4) Not related to secondary training	1	6.7
(5) GE graduates.	3	20.0

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Table B3
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Student Non-Completer Follow-up Study

Item Statement	Total N %	Male N %	Female N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0 0.0	0 0.0	0 0.0
(1) Employed FULL-time in a nonmilitary occupation .	4 26.7	1 10.0	3 60.0
(2) Employed FULL-time in the military service . . .	1 6.7	1 10.0	0 0.0
(3) Employed PART-time--not in school.	2 13.3	2 20.0	0 0.0
(4) Employed PART-time while in school	2 13.3	1 10.0	1 20.0
(5) FULL-time student--not employed.	4 26.7	4 40.0	0 0.0
(6) Unemployed, but looking for paid employment. . .	1 6.7	1 10.0	0 0.0
(7) Unemployed, not looking for paid employment. . .	1 6.7	0 0.0	1 20.0
7. Do you own or operate your own business? Omit. . .	4 26.7	3 30.0	1 20.0
(1) Yes, full-time	0 0.0	0 0.0	0 0.0
(2) Yes, part-time	0 0.0	0 0.0	0 0.0
(3) No	11 73.3	7 70.0	4 80.0
8. What is your present hourly wage including tips? (Do not include overtime) Omit.	8 $ 4.23	4 $ 4.34	4 $ 4.13
10. May we contact your supervisor in our Employer Follow-up? Omit.	7 46.7	6 60.0	1 20.0
(1) Yes	4 26.7	2 20.0	2 40.0
(2) No.	4 26.7	2 20.0	2 40.0
12. Is this job related to your area of high school vocational preparation? (Check one) Omit.	6 40.0	5 50.0	1 20.0
(1) Directly related	1 6.7	1 10.0	0 0.0
(2) Somewhat related	0 0.0	0 0.0	0 0.0
(3) Not related.	8 53.3	4 40.0	4 80.0
13. What is the highest grade level you completed in high school? Omit.	0 0.0	0 0.0	0 0.0
(1) 9th grade	0 0.0	0 0.0	0 0.0
(2) 10th grade	2 13.3	2 20.0	0 0.0
(3) 11th grade	7 46.7	3 30.0	4 80.0
(4) 12th grade	6 40.0	5 50.0	1 20.0

Item Statement	Total N %	Male N %	Female N %
14. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	0 0.0	0 0.0	0 0.0
(1) I was very Satisfied	2 13.3	0 0.0	2 40.0
(2) I was Satisfied.	10 66.7	8 80.0	2 40.0
(3) I was UNsatisfied.	0 0.0	0 0.0	0 0.0
(4) I was very UNsatisfied	1 6.7	0 0.0	1 20.0
(5) I did not take any vocational courses.	2 13.3	2 20.0	0 0.0
15. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	0 0.0	0 0.0	0 0.0
(1) Yes.	13 86.7	10 100.0	3 60.0
(2) Not sure	1 6.7	0 0.0	1 20.0
(3) No	1 6.7	0 0.0	1 20.0
16. Reasons for leaving high school vocational program. (Check all that apply) Omit.	8 53.3	6 60.0	2 40.0
(1) Got a job.	2 13.3	1 10.0	1 20.0
(2) Changed to another school.	0 0.0	0 0.0	0 0.0
(3) School was too difficult	1 6.7	0 0.0	1 20.0
(4) School was boring.	1 6.7	0 0.0	1 20.0
(5) School was not related to my career goals. . . .	0 0.0	0 0.0	0 0.0
(6) Got married.	0 0.0	0 0.0	0 0.0
(7) Conflict with school staff	3 20.0	2 20.0	1 20.0
(8) Illness.	1 6.7	1 10.0	0 0.0
(9) Family/personal problems	2 13.3	0 0.0	2 40.0

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Table B3
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Student Non-Completer Follow-up Study

Item Statement	Total		Male		Female	
	N	%	N	%	N	%
17. Since leaving high school, I have enrolled for further education in: (Check all that apply) Omit.	3	20.0	1	10.0	2	40.0
(1) Another high school	0	0.0	0	0.0	0	0.0
(2) A vocational-technical school diploma program one-year or less.	0	0.0	0	0.0	0	0.0
(3) A vocational-technical school two-year associate degree program.	2	13.3	1	10.0	1	20.0
(4) A two-year UW-Center program.	0	0.0	0	0.0	0	0.0
(5) A four-year university system or college program.	4	26.7	4	40.0	0	0.0
(6) A GED (High School Equivalency) program	2	13.3	2	20.0	0	0.0
(7) An apprenticeship program	0	0.0	0	0.0	0	0.0
(8) An in-service or on-the-job training program. . .	0	0.0	0	0.0	0	0.0
(9) I have not taken any additional training.	5	33.3	3	30.0	2	40.0
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	7	46.7	5	50.0	2	40.0
(1) Related VTAE.	1	6.7	0	0.0	1	20.0
(2) Related four-year university.	3	20.0	3	30.0	0	0.0
(3) Other related	0	0.0	0	0.0	0	0.0
(4) Not related to secondary training	1	6.7	1	10.0	0	0.0
(5) GE graduates.	3	20.0	1	10.0	2	40.0

C1

One-Year Employer Follow-up

Item Statement		Total N	Total %
1. Program enrolled in:	Omit. . . .	3	0.5
(1) Instructional Program Component(IPC)		231	41.9
(2) Sequence Course.		231	41.9
(3) General Education Program.		86	15.6
2. Vocational course area:	Omit	89	16.2
(1) Agriculture.		26	4.7
(2) Business Education		199	36.1
(3) Health Occupations		0	0.0
(4) Home Economics		81	14.7
(5) Marketing Education.		39	7.1
(6) Technology Education		117	21.2
3. Special Needs Students:	Omit	473	85.8
(1) Handicapped (H).		15	2.7
(2) Disadvantaged - Limited English Proficient (DL).		3	0.5
(3) Disadvantaged - Other (DO)		60	10.9
4. Sex of student:	Omit	4	0.7
(1) Male		217	39.4
(2) Female		330	59.9
5. Employed:	Omit	61	11.1
(1) Full time.		196	35.6
(2) Part Time.		294	53.4
6. Ethnic Group:	Omit	4	0.7
(1) American Indian or Alaskan Native (AIN)		5	0.9
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		4	0.7
(3) Black (BNH) (Not of Hispanic Origin)		2	0.4
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		0	0.0
(5) White (WNH) (Not of Hispanic Origin)		536	97.3

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
Please rate the individual in the following areas:							
7. Occupational knowledge.	3.611 0.963 543	3.720 1.208 25	3.709 0.957 196	0.000 0.000 0	3.568 1.012 81	3.769 0.777 39	3.383 0.923 115
8. Occupational skills	3.705 0.928 543	3.840 1.143 25	3.787 0.940 197	0.000 0.000 0	3.667 0.949 81	3.872 0.833 39	3.544 0.864 114
9. Work attitude	3.996 1.042 550	4.040 0.978 25	4.111 1.081 199	0.000 0.000 0	3.852 1.130 81	4.077 0.900 39	3.735 1.020 117
10. Work quality.	3.940 0.940 550	4.120 0.881 25	4.025 0.950 199	0.000 0.000 0	3.901 0.970 81	3.949 0.887 39	3.769 0.932 117
11. Work quantity (amount produced)	3.874 1.015 547	3.960 0.978 25	3.965 0.994 198	0.000 0.000 0	3.852 1.014 81	3.795 1.031 39	3.765 1.029 115

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Table C1
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Employer One-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
In the following areas of basic skills, how well prepared was this employee?							
12. Reading	4.158 0.903 456	3.947 0.848 19	4.312 0.851 170	0.000 0.000 0	4.088 1.004 68	4.364 0.822 33	3.779 0.901 95
13. Spelling.	4.023 0.948 426	3.687 0.946 16	4.188 0.848 160	0.000 0.000 0	3.906 1.080 64	4.321 0.772 28	3.622 0.967 90
14. Computer literacy	3.837 1.034 252	3.545 0.934 11	3.973 0.972 112	0.000 0.000 0	3.481 1.189 27	4.217 0.850 23	3.400 1.009 45
15. Math.	3.902 0.924 388	3.733 0.961 15	4.014 0.866 145	0.000 0.000 0	3.875 0.955 56	4.037 0.759 27	3.553 0.919 85
16. Science	3.835 0.948 164	3.667 1.155 12	3.945 0.911 55	0.000 0.000 0	3.889 0.832 18	4.000 0.756 15	3.474 0.893 38
17. Writing	3.840 0.973 407	3.579 0.838 19	4.034 0.873 149	0.000 0.000 0	3.828 0.976 58	4.033 0.850 30	3.437 1.042 87
18. Speaking.	3.871 1.000 521	3.800 0.866 25	3.974 0.981 189	0.000 0.000 0	3.711 1.093 76	4.216 0.854 37	3.600 0.969 110
19. Listening	3.872 1.019 539	3.769 0.908 26	3.969 1.012 196	0.000 0.000 0	3.747 1.044 79	4.108 0.843 37	3.566 1.068 113
20. Problem solving	3.666 1.077 518	3.880 0.971 25	3.729 1.078 192	0.000 0.000 0	3.400 1.219 75	3.917 0.937 36	3.486 1.022 107
Please rate this employee on each of the characteristics listed below.							
21. Use of tools and equipment. . .	3.862 0.935 507	3.731 0.874 26	3.897 0.902 184	0.000 0.000 0	3.758 1.024 66	3.889 0.919 36	3.821 0.997 112
22. Selection and care of space, materials, and supplies	3.752 0.938 517	3.692 1.011 26	3.886 0.883 184	0.000 0.000 0	3.722 0.938 72	3.946 0.911 37	3.468 0.998 111
23. Ability to work with co-workers	4.119 0.941 547	4.120 0.927 25	4.188 0.953 197	0.000 0.000 0	4.074 1.022 81	4.103 0.882 39	3.966 0.959 116
24. Accepting advice and supervision	4.013 1.013 546	4.038 0.824 26	4.138 1.008 195	0.000 0.000 0	3.914 1.039 81	4.026 0.932 39	3.802 1.089 116
25. Working in a leadership role when applicable	3.521 1.137 438	3.650 1.268 20	3.578 1.125 154	0.000 0.000 0	3.388 1.218 67	3.645 1.142 31	3.330 1.044 91
26. Understanding the value and importance of work.	3.835 1.089 545	4.115 0.952 26	3.903 1.107 196	0.000 0.000 0	3.815 1.062 81	3.872 1.239 39	3.600 1.058 115

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Employer One-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
27. Prompt and dependable in attendance.	4.149 1.080 550	4.538 0.811 26	4.256 1.010 199	0.000 0.000 0	4.062 1.099 81	4.282 0.999 39	3.871 1.161 116
28. Willing to accept and perform tasks	4.155 0.953 547	4.462 0.811 26	4.249 0.928 197	0.000 0.000 0	4.074 0.997 81	4.282 0.916 39	3.966 1.021 116
29. Ability to plan and direct own work.	3.660 1.074 533	3.731 1.079 26	3.776 1.057 192	0.000 0.000 0	3.487 1.055 80	3.737 1.107 38	3.509 1.107 112
30. Ability to make sound decisions	3.584 1.023 527	3.731 1.002 26	3.663 1.030 190	0.000 0.000 0	3.423 1.000 78	3.730 0.990 37	3.369 0.981 111
31. Shows consideration and kindness toward others	4.159 0.933 547	4.240 0.779 25	4.284 0.942 197	0.000 0.000 0	4.037 1.042 81	4.385 0.747 39	3.888 0.976 116
32. Neat, clean, and appropriate appearance.	4.251 0.907 550	4.077 0.977 26	4.402 0.791 199	0.000 0.000 0	4.296 0.887 81	4.487 0.721 39	3.871 1.092 116
33. Flexibility to accept change. .	3.970 0.983 541	3.917 0.881 24	4.147 0.922 197	0.000 0.000 0	3.987 0.899 79	3.897 1.046 39	3.652 1.101 115
34. Ability to learn new job tasks.	4.068 0.931 546	4.077 0.796 26	4.204 0.900 196	0.000 0.000 0	3.888 1.031 80	4.103 0.968 39	3.914 0.938 116

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	1 0.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.9
(1) Very Poor	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(2) Poor.	13 2.4	0 0.0	4 2.0	0 0.0	4 4.9	0 0.0	4 3.4
(3) Acceptable.	104 18.9	6 23.1	30 15.1	0 0.0	17 21.0	5 12.8	28 23.9
(4) Good.	191 34.7	8 30.8	67 33.7	0 0.0	30 37.0	13 33.3	44 37.6
(5) Very Good	242 43.9	12 46.2	98 49.2	0 0.0	30 37.0	21 53.8	40 34.2

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Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?							
(0) No basis for comparison. . .	53	3	16	0	6	4	17
	9.6	11.5	8.0	0.0	7.4	10.3	14.5
(1) Individual is less prepared.	55	1	24	0	11	3	11
	10.0	3.8	12.1	0.0	13.6	7.7	9.4
(2) Both are about the same. . .	236	12	82	0	36	15	47
	42.8	46.2	41.2	0.0	44.4	38.5	40.2
(3) Individual is better prepared	207	10	77	0	28	17	42
	37.6	38.5	38.7	0.0	34.6	43.6	35.9
37. What has been this employee's attitude toward on-the-job training? Omit. . .	2	0	1	0	0	0	1
	0.4	0.0	0.5	0.0	0.0	0.0	0.9
(1) No training has been offered	4	0	3	0	0	0	1
	0.7	0.0	1.5	0.0	0.0	0.0	0.9
(2) Negative, resists training .	6	0	1	0	1	0	4
	1.1	0.0	0.5	0.0	1.2	0.0	3.4
(3) Acceptant, but needs prodding	81	3	27	0	15	6	21
	14.7	11.5	13.6	0.0	18.5	15.4	17.9
(4) Positive, willing to learn .	241	8	84	0	32	17	50
	43.7	30.8	42.2	0.0	39.5	43.6	42.7
(5) Very positive, eager to learn	217	15	83	0	33	16	40
	39.4	57.7	41.7	0.0	40.7	41.0	34.2
38. If the opportunity should arise, would you promote this employee? Omit. . .	15	0	4	0	4	3	4
	2.7	0.0	2.0	0.0	4.9	7.7	3.4
(1) Yes.	341	20	131	0	44	23	71
	61.9	76.9	65.8	0.0	54.3	59.0	60.7
(2) Not sure	157	5	51	0	25	11	33
	28.5	19.2	25.6	0.0	30.9	28.2	28.2
(3) No	38	1	13	0	8	2	9
	6.9	3.8	6.5	0.0	9.9	5.1	7.7
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	5	0	3	0	1	0	1
	0.9	0.0	1.5	0.0	1.2	0.0	0.9
(1) No preference.	98	7	33	0	14	3	22
	17.8	26.9	16.6	0.0	17.3	7.7	18.8
(2) Some preference.	243	11	88	0	37	22	46
	44.1	42.3	44.2	0.0	45.7	56.4	39.3
(3) A good deal of preference. .	205	8	75	0	29	14	48
	37.2	30.8	37.7	0.0	35.8	35.9	41.0

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	9 1.6	2 7.7	3 1.5	0 0.0	2 2.5	0 0.0	2 1.7
(1) Yes.	484 87.8	20 76.9	181 91.0	0 0.0	67 82.7	36 92.3	105 89.7
(2) Not sure	49 8.9	2 7.7	15 7.5	0 0.0	9 11.1	3 7.7	9 7.7
(3) No	9 1.6	2 7.7	0 0.0	0 0.0	3 3.7	0 0.0	1 0.9
41. In which of the following ways does your business work with secondary schools to support education? Omit. . .	202 36.7	8 30.8	69 34.7	0 0.0	29 35.8	9 23.1	47 40.2
(1) Suggesting new vocational courses.	47 8.5	2 7.7	15 7.5	0 0.0	8 9.9	1 2.6	13 11.1
(2) Recommending equipment and materials to be used	47 8.5	5 19.2	20 10.1	0 0.0	3 3.7	0 0.0	10 8.5
(3) Providing equipment/ materials/donations.	95 17.2	9 34.6	36 18.1	0 0.0	10 12.3	3 7.7	29 24.8
(4) Providing facilities	76 13.8	2 7.7	34 17.1	0 0.0	11 13.6	5 12.8	13 11.1
(5) Providing vocational students with work experience	276 50.1	12 46.2	112 56.3	0 0.0	42 51.9	26 66.7	47 40.2
(6) Serving on advisory committees	94 17.1	7 26.9	35 17.6	0 0.0	12 14.8	10 25.6	20 17.1
(7) Providing teachers with work experience.	39 7.1	1 3.8	14 7.0	0 0.0	8 9.9	1 2.6	10 8.5
(8) Releasing employees to teach vocational courses	31 5.6	0 0.0	11 5.5	0 0.0	7 8.6	1 2.6	8 6.8
(9) Partnerships	24 4.4	2 7.7	12 6.0	0 0.0	3 3.7	1 2.6	3 2.6

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.611 0.963 543	3.505 0.976 212	3.679 0.952 327
8. Occupational skills	3.705 0.928 543	3.626 0.929 211	3.756 0.926 328
9. Work attitude	3.996 1.042 550	3.856 1.027 216	4.082 1.047 330
10. Work quality.	3.940 0.940 550	3.875 0.939 216	3.979 0.940 330
11. Work quantity (amount produced)	3.874 1.015 547	3.804 1.052 214	3.915 0.990 329

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Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.158 0.903 456	3.989 0.897 175	4.259 0.894 278
13. Spelling	4.023 0.948 426	3.799 0.979 164	4.158 0.903 259
14. Computer literacy	3.837 1.034 252	3.570 1.091 86	3.976 0.978 166
15. Math	3.902 0.924 388	3.781 0.935 155	3.978 0.909 232
16. Science	3.835 0.948 164	3.736 0.949 72	3.913 0.945 92
17. Writing	3.840 0.973 407	3.631 1.026 160	3.980 0.915 246
18. Speaking	3.871 1.000 521	3.754 0.974 203	3.946 1.014 314
19. Listening	3.872 1.019 539	3.739 1.048 211	3.954 0.993 324
20. Problem solving	3.666 1.077 518	3.673 1.050 205	3.654 1.096 309
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.862 0.935 507	3.833 0.954 209	3.881 0.925 294
22. Selection and care of space, materials, and supplies	3.752 0.938 517	3.556 0.968 207	3.886 0.896 306
23. Ability to work with co-workers	4.119 0.941 547	4.033 0.934 215	4.177 0.945 328
24. Accepting advice and supervision	4.013 1.013 546	3.889 1.042 216	4.092 0.991 326
25. Working in a leadership role when applicable	3.521 1.137 438	3.466 1.095 176	3.548 1.168 259
26. Understanding the value and importance of work	3.835 1.089 545	3.721 1.088 215	3.902 1.088 326

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
27. Prompt and dependable in attendance.	4.149 1.080 550	4.074 1.131 216	4.191 1.047 330
28. Willing to accept and perform tasks.	4.155 0.953 547	4.070 0.981 215	4.216 0.931 328
29. Ability to plan and direct own work.	3.660 1.074 533	3.604 1.083 207	3.699 1.067 322
30. Ability to make sound decisions.	3.584 1.023 527	3.522 0.971 209	3.625 1.055 315
31. Shows consideration and kindness toward others . . .	4.159 0.933 547	4.042 0.908 215	4.235 0.943 328
32. Neat, clean, and appropriate appearance.	4.251 0.907 550	4.065 0.962 216	4.370 0.849 330
33. Flexibility to accept change	3.970 0.983 541	3.825 1.043 211	4.064 0.933 327
34. Ability to learn new job tasks	4.068 0.931 546	3.991 0.920 216	4.117 0.937 326

Item Statement	Total N %	Male N %	Female N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job?			
Omit. . .	1 0.2	1 0.5	0 0.0
(1) Very Poor	0 0.0	0 0.0	0 0.0
(2) Poor.	13 2.4	5 2.3	8 2.4
(3) Acceptable.	104 18.9	49 22.6	54 16.4
(4) Good.	191 34.7	77 35.5	114 34.5
(5) Very Good	242 43.9	85 39.2	154 46.7

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Employer One-Year Follow-Up Study

Item Statement	Total N %	Male N %	Female N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?			
(0) No basis for comparison.	53 9.6	23 10.6	30 9.1
(1) Individual is less prepared.	55 10.0	18 8.3	37 11.2
(2) Both are about the same.	236 42.8	95 43.8	140 42.4
(3) Individual is better prepared.	207 37.6	81 37.3	123 37.3
37. What has been this employee's attitude toward on-the-job training? Omit. . .	2 0.4	1 0.5	1 0.3
(1) No training has been offered	4 0.7	2 0.9	2 0.6
(2) Negative, resists training	6 1.1	4 1.8	2 0.6
(3) Acceptant, but needs prodding.	81 14.7	39 18.0	42 12.7
(4) Positive, willing to learn	241 43.7	91 41.9	147 44.5
(5) Very positive, eager to learn.	217 39.4	80 36.9	136 41.2
38. If the opportunity should arise, would you promote this employee? Omit. . .	15 2.7	5 2.3	10 3.0
(1) Yes.	341 61.9	141 65.0	197 59.7
(2) Not sure	157 28.5	58 26.7	98 29.7
(3) No	38 6.9	13 6.0	25 7.6
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	5 0.9	1 0.5	4 1.2
(1) No preference.	98 17.8	33 15.2	63 19.1
(2) Some preference.	243 44.1	103 47.5	139 42.1
(3) A good deal of preference.	205 37.2	80 36.9	124 37.6

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

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Item Statement	Total N %	Male N %	Female N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	9 1.6	3 1.4	6 1.8
(1) Yes.	484 87.8	190 87.6	291 88.2
(2) Not sure	49 8.9	20 9.2	29 8.8
(3) No	9 1.6	4 1.8	4 1.2
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	202 36.7	82 37.8	117 35.5
(1) Suggesting new vocational courses.	47 8.5	19 8.8	28 8.5
(2) Recommending equipment and materials to be used.	47 8.5	22 10.1	25 7.6
(3) Providing equipment/materials/donations.	95 17.2	42 19.4	53 16.1
(4) Providing facilities	76 13.8	28 12.9	48 14.5
(5) Providing vocational students with work experience	276 50.1	96 44.2	179 54.2
(6) Serving on advisory committees	94 17.1	36 16.6	58 17.6
(7) Providing teachers with work experience.	39 7.1	15 6.9	24 7.3
(8) Releasing employees to teach vocational courses.	31 5.6	12 5.5	19 5.8
(9) Partnerships	24 4.4	9 4.1	15 4.5

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.645 0.915 228	3.570 1.015 228	3.631 0.954 84
8. Occupational skills	3.736 0.912 227	3.694 0.947 229	3.655 0.925 84
9. Work attitude	3.991 1.049 230	3.935 1.080 231	4.163 0.919 86
10. Work quality.	3.970 0.936 230	3.905 0.951 231	3.953 0.932 86
11. Work quantity (amount produced)	3.925 1.023 228	3.835 0.993 230	3.837 1.061 86

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Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.085	4.168	4.319
	0.903	0.924	0.831
	188	197	69
13. Spelling	3.972	3.994	4.227
	0.962	0.945	0.908
	179	179	66
14. Computer literacy	3.854	3.726	4.088
	1.046	1.005	1.055
	123	95	34
15. Math	3.869	3.850	4.119
	0.899	0.919	0.984
	168	160	59
16. Science	3.853	3.714	4.077
	0.865	0.974	1.093
	75	63	26
17. Writing	3.823	3.821	3.952
	0.975	0.950	1.038
	175	168	63
18. Speaking	3.797	3.893	4.012
	1.002	0.992	1.019
	222	215	81
19. Listening	3.810	3.849	4.082
	1.030	1.024	0.954
	226	225	85
20. Problem solving	3.647	3.627	3.800
	1.034	1.132	1.036
	218	217	80
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.866	3.821	3.950
	0.936	0.956	0.884
	217	207	80
22. Selection and care of space, materials, and supplies	3.756	3.732	3.798
	0.960	0.933	0.902
	221	209	84
23. Ability to work with co-workers	4.057	4.144	4.221
	0.951	0.969	0.832
	229	229	86
24. Accepting advice and supervision	3.970	4.026	4.081
	1.063	0.986	0.961
	230	227	86
25. Working in a leadership role when applicable	3.505	3.475	3.644
	1.141	1.128	1.159
	182	181	73
26. Understanding the value and importance of work	3.831	3.810	3.894
	1.100	1.093	1.069
	231	226	85

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
27. Prompt and dependable in attendance.	4.147 1.061 231	4.139 1.077 230	4.163 1.157 86
28. Willing to accept and perform tasks.	4.165 0.980 230	4.157 0.951 229	4.141 0.888 85
29. Ability to plan and direct own work.	3.636 1.068 228	3.668 1.091 220	3.720 1.046 82
30. Ability to make sound decisions.	3.563 0.996 224	3.550 1.034 218	3.723 1.063 83
31. Shows consideration and kindness toward others . . .	4.148 0.937 230	4.145 0.985 228	4.221 0.773 86
32. Neat, clean, and appropriate appearance.	4.190 0.955 231	4.287 0.889 230	4.314 0.815 86
33. Flexibility to accept change	3.939 1.011 231	3.982 0.972 223	4.012 0.945 85
34. Ability to learn new job tasks	4.039 0.979 231	4.080 0.901 226	4.105 0.882 86

Item Statement	IPC N %	SEQ N %	GE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job?			
Omit. . .	0 0.0	1 0.4	0 0.0
(1) Very Poor	0 0.0	0 0.0	0 0.0
(2) Poor.	5 2.2	7 3.0	1 1.2
(3) Acceptable.	50 21.6	36 15.6	17 19.8
(4) Good.	72 31.2	90 39.0	29 33.7
(5) Very Good	104 45.0	97 42.0	39 45.3

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Item Statement	IPC N %	SEQ N %	GE N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?			
(0) No basis for comparison.	27 11.7	19 8.2	7 8.1
(1) Individual is less prepared.	24 10.4	26 11.3	5 5.8
(2) Both are about the same.	90 39.0	102 44.2	44 51.2
(3) Individual is better prepared.	90 39.0	84 36.4	30 34.9
37. What has been this employee's attitude toward on-the-job training? Omit. . .	0 0.0	2 0.9	0 0.0
(1) No training has been offered	0 0.0	4 1.7	0 0.0
(2) Negative, resists training	2 0.9	4 1.7	0 0.0
(3) Acceptant, but needs prodding.	40 17.3	32 13.9	9 10.5
(4) Positive, willing to learn	90 39.0	101 43.7	48 55.8
(5) Very positive, eager to learn.	99 42.9	88 38.1	29 33.7
38. If the opportunity should arise, would you promote this employee? Omit. . .	9 3.9	6 2.6	0 0.0
(1) Yes.	137 59.3	152 65.8	50 58.1
(2) Not sure	65 28.1	60 26.0	31 36.0
(3) No	20 8.7	13 5.6	5 5.8
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	1 0.4	4 1.7	0 0.0
(1) No preference.	40 17.3	39 16.9	18 20.9
(2) Some preference.	96 41.6	108 46.8	38 44.2
(3) A good deal of preference.	94 40.7	80 34.6	30 34.9

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Item Statement	IPC N %	SEQ N %	GE N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	4	5	0
	1.7	2.2	0.0
(1) Yes.	209	200	72
	90.5	86.6	83.7
(2) Not sure	18	20	11
	7.8	8.7	12.8
(3) No	0	6	3
	0.0	2.6	3.5
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	75	87	37
	32.5	37.7	43.0
(1) Suggesting new vocational courses.	18	21	8
	7.8	9.1	9.3
(2) Recommending equipment and materials to be used.	17	21	9
	7.4	9.1	10.5
(3) Providing equipment/materials/donations.	45	42	8
	19.5	18.2	9.3
(4) Providing facilities	33	32	11
	14.3	13.9	12.8
(5) Providing vocational students with work experience	128	111	37
	55.4	48.1	43.0
(6) Serving on advisory committees	46	38	10
	19.9	16.5	11.6
(7) Providing teachers with work experience.	19	15	5
	8.2	6.5	5.8
(8) Releasing employees to teach vocational courses.	14	13	4
	6.1	5.6	4.7
(9) Partnerships	11	10	3
	4.8	4.3	3.5

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	2.933	3.667	3.450
	0.704	0.577	0.999
	15	3	60
8. Occupational skills	3.000	3.333	3.467
	0.679	0.577	0.999
	14	3	60
9. Work attitude	3.533	3.000	3.817
	0.834	2.000	1.097
	15	3	60
10. Work quality.	3.333	3.333	3.717
	0.724	0.577	1.075
	15	3	60
11. Work quantity (amount produced)	3.071	3.000	3.667
	0.997	0.000	1.084
	14	3	60

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Item Statement	H			DL			DO		
	Mean	StD	N	Mean	StD	N	Mean	StD	N
In the following areas of basic skills, how well prepared was this employee?									
12. Reading	3.167	0.577	12	2.500	0.707	2	3.882	1.013	51
13. Spelling	3.000	0.535	8	0.000	0.000	0	3.694	0.918	49
14. Computer literacy	2.000	1.414	2	0.000	0.000	0	3.619	1.244	21
15. Math	2.500	0.548	6	3.000	0.000	1	3.650	0.949	40
16. Science	2.000	0.000	1	0.000	0.000	0	4.000	0.632	11
17. Writing	2.375	0.744	8	4.000	0.000	1	3.409	0.972	44
18. Speaking	3.000	0.679	14	3.000	0.000	3	3.714	1.074	56
19. Listening	2.929	0.730	14	2.667	0.577	3	3.690	1.046	58
20. Problem solving	2.500	0.798	12	2.000	1.000	3	3.464	1.206	56
Please rate this employee on each of the characteristics listed below.									
21. Use of tools and equipment	3.231	0.725	13	3.333	0.577	3	3.830	0.955	53
22. Selection and care of space, materials, and supplies	3.154	0.801	13	2.667	0.577	3	3.545	0.978	55
23. Ability to work with co-workers	3.933	0.799	15	3.333	1.155	3	3.983	1.025	59
24. Accepting advice and supervision	3.667	0.976	15	2.667	1.528	3	3.864	1.058	59
25. Working in a leadership role when applicable	2.250	0.886	8	3.000	0.000	1	3.200	1.294	50
26. Understanding the value and importance of work	3.067	0.704	15	2.667	0.577	3	3.544	1.181	57

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Table C1
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Employer One-Year Follow-Up Study

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
27. Prompt and dependable in attendance.	3.667 1.175 15	1.667 0.577 3	3.831 1.289 59
28. Willing to accept and perform tasks.	3.933 1.100 15	2.667 0.577 3	3.895 0.976 57
29. Ability to plan and direct own work.	2.714 0.825 14	0.000 0.000 0	3.397 1.199 58
30. Ability to make sound decisions.	2.615 0.506 13	2.500 0.707 2	3.339 1.116 56
31. Shows consideration and kindness toward others . . .	3.867 1.187 15	2.667 1.528 3	3.915 0.952 59
32. Neat, clean, and appropriate appearance.	4.067 1.033 15	3.667 0.577 3	3.864 1.090 59
33. Flexibility to accept change	3.286 0.825 14	2.000 1.000 3	3.678 0.955 59
34. Ability to learn new job tasks	3.385 0.961 13	3.000 0.000 3	3.864 0.973 59

Item Statement	H N %	DL N %	DO N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job?			
Omit. . .	0 0.0	0 0.0	1 1.7
(1) Very Poor	0 0.0	0 0.0	0 0.0
(2) Poor.	1 6.7	0 0.0	4 6.7
(3) Acceptable.	3 20.0	1 33.3	13 21.7
(4) Good.	10 66.7	2 66.7	23 38.3
(5) Very Good	1 6.7	0 0.0	19 31.7

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Item Statement	H N %	DL N %	DO N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?			
(0) No basis for comparison.	2 13.3	0 0.0	5 8.3
(1) Individual is less prepared.	3 20.0	1 33.3	10 16.7
(2) Both are about the same.	8 53.3	2 66.7	26 43.3
(3) Individual is better prepared.	2 13.3	0 0.0	19 31.7
37. What has been this employee's attitude toward on-the-job training? Omit. . .	0 0.0	0 0.0	1 1.7
(1) No training has been offered	0 0.0	0 0.0	0 0.0
(2) Negative, resists training	0 0.0	1 33.3	1 1.7
(3) Acceptant, but needs prodding.	3 20.0	0 0.0	8 13.3
(4) Positive, willing to learn	7 46.7	2 66.7	30 50.0
(5) Very positive, eager to learn.	5 33.3	0 0.0	20 33.3
38. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	3 5.0
(1) Yes.	7 46.7	0 0.0	34 56.7
(2) Not sure	6 40.0	2 66.7	16 26.7
(3) No	2 13.3	1 33.3	7 11.7
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	1 1.7
(1) No preference.	3 20.0	2 66.7	8 13.3
(2) Some preference.	6 40.0	1 33.3	22 36.7
(3) A good deal of preference.	6 40.0	0 0.0	29 48.3

Rating Scale
5 = Well Prepared
3 = Adequately Prepared.
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

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Employer One-Year Follow-Up Study

Item Statement	H N %	DL N %	DO N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	0 0.0	0 0.0	1 1.7
(1) Yes.	14 93.3	3 100.0	50 83.3
(2) Not sure	1 6.7	0 0.0	8 13.3
(3) No	0 0.0	0 0.0	1 1.7
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	2 13.3	1 33.3	25 41.7
(1) Suggesting new vocational courses.	0 0.0	1 33.3	6 10.0
(2) Recommending equipment and materials to be used.	3 20.0	0 0.0	2 3.3
(3) Providing equipment/materials/donations.	1 6.7	1 33.3	9 15.0
(4) Providing facilities	3 20.0	1 33.3	3 5.0
(5) Providing vocational students with work experience	11 73.3	2 66.7	25 41.7
(6) Serving on advisory committees	0 0.0	1 33.3	10 16.7
(7) Providing teachers with work experience.	2 13.3	0 0.0	3 5.0
(8) Releasing employees to teach vocational courses.	2 13.3	0 0.0	3 5.0
(9) Partnerships	0 0.0	0 0.0	4 6.7

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
Please rate the individual in the following areas:					
7. Occupational knowledge.	3.800 1.095 5	3.750 0.957 4	4.500 0.707 2	0.000 0.000 0	3.606 0.964 528
8. Occupational skills	3.800 1.095 5	3.750 0.957 4	4.500 0.707 2	0.000 0.000 0	3.703 0.928 528
9. Work attitude	3.800 1.095 5	4.000 0.816 4	4.000 0.000 2	0.000 0.000 0	3.998 1.048 535
10. Work quality.	3.600 0.894 5	3.750 0.957 4	4.000 1.414 2	0.000 0.000 0	3.946 0.942 535
11. Work quantity (amount produced)	3.600 0.894 5	4.000 0.816 4	5.000 0.000 2	0.000 0.000 0	3.872 1.019 532

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	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
In the following areas of basic skills, how well prepared was this employee?					
12. Reading	3.667	4.000	5.000	0.000	4.161
	1.155	1.732	0.000	0.000	0.897
	3	3	1	0	446
13. Spelling	4.000	4.333	5.000	0.000	4.019
	1.414	1.155	0.000	0.000	0.948
	2	3	1	0	417
14. Computer literacy	5.000	4.000	0.000	0.000	3.833
	0.000	1.000	0.000	0.000	1.030
	2	3	0	0	246
15. Math	4.000	4.000	5.000	0.000	3.897
	1.155	1.000	0.000	0.000	0.923
	4	3	1	0	378
16. Science	3.000	3.000	0.000	0.000	3.851
	0.000	0.000	0.000	0.000	0.950
	1	1	0	0	161
17. Writing	4.000	4.000	5.000	0.000	3.839
	1.000	1.000	0.000	0.000	0.975
	3	3	1	0	398
18. Speaking	3.667	4.000	5.000	0.000	3.868
	1.155	0.816	0.000	0.000	1.003
	3	4	2	0	508
19. Listening	3.200	4.000	5.000	0.000	3.874
	1.095	0.816	0.000	0.000	1.016
	5	4	2	0	524
20. Problem solving	4.000	3.750	4.000	0.000	3.662
	1.414	0.957	0.000	0.000	1.078
	2	4	2	0	506
Please rate this employee on each of the characteristics listed below.					
21. Use of tools and equipment	3.800	4.000	4.500	0.000	3.860
	1.095	0.816	0.707	0.000	0.937
	5	4	2	0	492
22. Selection and care of space, materials, and supplies	4.200	3.750	4.500	0.000	3.747
	1.095	0.957	0.707	0.000	0.938
	5	4	2	0	502
23. Ability to work with co-workers	4.400	4.250	5.000	0.000	4.115
	0.548	0.500	0.000	0.000	0.947
	5	4	2	0	532
24. Accepting advice and supervision	3.200	4.250	5.000	0.000	4.015
	1.095	0.500	0.000	0.000	1.015
	5	4	2	0	531
25. Working in a leadership role when applicable	3.667	3.500	5.000	0.000	3.515
	1.155	1.291	0.000	0.000	1.137
	3	4	1	0	427
26. Understanding the value and importance of work	3.250	4.250	4.500	0.000	3.832
	1.258	0.957	0.707	0.000	1.092
	4	4	2	0	531

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
27. Prompt and dependable in attendance	3.000	4.000	4.500	0.000	4.159
	1.414	1.414	0.707	0.000	1.074
	5	4	2	0	535
28. Willing to accept and perform tasks	3.600	4.250	5.000	0.000	4.162
	0.894	0.957	0.000	0.000	0.953
	5	4	2	0	532
29. Ability to plan and direct own work	3.600	4.250	4.000	0.000	3.660
	1.342	0.500	0.000	0.000	1.074
	5	4	2	0	518
30. Ability to make sound decisions	3.500	3.500	4.000	0.000	3.586
	1.000	1.000	0.000	0.000	1.025
	4	4	2	0	514
31. Shows consideration and kindness towards others.	4.200	4.750	5.000	0.000	4.150
	0.837	0.500	0.000	0.000	0.937
	5	4	2	0	532
32. Neat, clean, and appropriate appearance . .	4.400	4.250	5.000	0.000	4.247
	0.894	0.957	0.000	0.000	0.909
	5	4	2	0	535
33. Flexibility to accept change.	4.000	4.000	5.000	0.000	3.964
	0.707	0.816	0.000	0.000	0.989
	5	4	2	0	527
34. Ability to learn new job tasks.	4.000	3.750	4.500	0.000	4.070
	1.000	0.957	0.707	0.000	0.932
	5	4	2	0	531

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0	0	0	0	1
	0.0	0.0	0.0	0.0	0.2
(1) Very Poor.	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0
(2) Poor	0	0	0	0	13
	0.0	0.0	0.0	0.0	2.4
(3) Acceptable	1	1	0	0	100
	20.0	25.0	0.0	0.0	18.7
(4) Good	2	1	1	0	187
	40.0	25.0	50.0	0.0	34.9
(5) Very Good.	2	2	1	0	235
	40.0	50.0	50.0	0.0	43.8

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Employer One-Year Follow-Up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?					
(0) No basis for comparison	0 0.0	0 0.0	0 0.0	0 0.0	53 9.9
(1) Individual is less prepared	0 0.0	1 25.0	0 0.0	0 0.0	54 10.1
(2) Both are about the same	4 80.0	1 25.0	1 50.0	0 0.0	230 42.9
(3) Individual is better.	1 20.0	2 50.0	1 50.0	0 0.0	199 37.1
37. What has been this employee's attitude toward on-the-job training? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	2 0.4
(1) No training has been offered.	1 20.0	0 0.0	0 0.0	0 0.0	3 0.6
(2) Negative, resists training.	0 0.0	0 0.0	0 0.0	0 0.0	6 1.1
(3) Acceptant, but needs prodding	0 0.0	0 0.0	0 0.0	0 0.0	81 15.1
(4) Positive, willing to learn.	3 60.0	3 75.0	1 50.0	0 0.0	232 43.3
(5) Very positive, eager to learn	1 20.0	1 25.0	1 50.0	0 0.0	212 39.6
38. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	15 2.8
(1) Yes	2 40.0	2 50.0	2 100.0	0 0.0	332 61.9
(2) Not sure.	3 60.0	2 50.0	0 0.0	0 0.0	151 28.2
(3) No.	0 0.0	0 0.0	0 0.0	0 0.0	38 7.1
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	5 0.9
(1) No preference	0 0.0	1 25.0	0 0.0	0 0.0	96 17.9
(2) Some preference	2 40.0	2 50.0	1 50.0	0 0.0	237 44.2
(3) A good deal of preference	3 60.0	1 25.0	1 50.0	0 0.0	198 36.9

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Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. Do you feel vocational courses including career exploration and the development of salable job skills should be part of the high school program? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	8 1.5
(1) Yes	5 100.0	4 100.0	2 100.0	0 0.0	470 87.7
(2) Not sure.	0 0.0	0 0.0	0 0.0	0 0.0	49 9.1
(3) No.	0 0.0	0 0.0	0 0.0	0 0.0	9 1.7
41. In which of the following ways does your business work with secondary schools to support education? Omit. . .	3 60.0	1 25.0	0 0.0	0 0.0	195 36.4
(1) Suggesting new vocational courses . . .	1 20.0	0 0.0	0 0.0	0 0.0	46 8.6
(2) Recommending equipment and materials to be used.	1 20.0	0 0.0	0 0.0	0 0.0	46 8.6
(3) Providing equipment/materials/ donations	2 40.0	0 0.0	0 0.0	0 0.0	92 17.2
(4) Providing facilities.	0 0.0	1 25.0	0 0.0	0 0.0	75 14.0
(5) Providing vocational students with work experience.	2 40.0	3 75.0	2 100.0	0 0.0	269 50.2
(6) Serving on advisory committees.	1 20.0	0 0.0	0 0.0	0 0.0	93 17.4
(7) Providing teachers with work experience.	0 0.0	1 25.0	0 0.0	0 0.0	38 7.1
(8) Releasing employees to teach vocational courses	1 20.0	0 0.0	0 0.0	0 0.0	30 5.6
(9) Partnerships.	1 20.0	1 25.0	0 0.0	0 0.0	22 4.1

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

C2

Five-Year Employer Follow-up

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Item Statement	Total N	Total %
1. Program enrolled in: Omit. . . .	0	0.0
(1) Instructional Program Component(IPC)	99	29.7
(2) Sequence Course.	186	55.9
(3) General Education Program.	48	14.4
2. Vocational course area: Omit	48	14.4
(1) Agriculture.	18	5.4
(2) Business Education	138	41.4
(3) Health Occupations	4	1.2
(4) Home Economics	29	8.7
(5) Marketing Education.	10	3.0
(6) Technology Education	86	25.8
3. Special Needs Students: Omit	302	90.7
(1) Handicapped (H).	5	1.5
(2) Disadvantaged - Limited English Proficient (DL).	1	0.3
(3) Disadvantaged - Other (DO)	25	7.5
4. Sex of student: Omit	0	0.0
(1) Male	134	40.2
(2) Female	199	59.8
5. Employed: Omit	41	12.3
(1) Full time.	219	65.8
(2) Part Time.	73	21.9
6. Ethnic Group: Omit	2	0.6
(1) American Indian or Alaskan Native (AIN)	2	0.6
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)	0	0.0
(3) Black (BNH) (Not of Hispanic Origin)	0	0.0
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)	2	0.6
(5) White (WNH) (Not of Hispanic Origin)	327	98.2

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
Please rate the individual in the following areas:							
7. Occupational knowledge.	3.933	3.611	4.029	3.333	3.786	4.100	3.718
	0.943	0.850	0.860	1.528	1.101	0.738	1.019
	328	18	136	3	28	10	85
8. Occupational skills	3.945	3.611	4.015	3.333	3.964	4.100	3.762
	0.918	0.698	0.878	1.528	1.036	0.738	0.989
	327	18	136	3	28	10	84
9. Work attitude	4.233	3.889	4.285	4.000	4.310	4.400	4.151
	0.968	0.832	0.962	1.000	0.850	0.699	1.035
	331	18	137	3	29	10	86
10. Work quality.	4.250	4.000	4.355	4.000	4.310	4.000	4.081
	0.816	0.840	0.781	1.000	0.891	0.667	0.857
	332	18	138	3	29	10	86
11. Work quantity (amount produced)	4.186	3.833	4.390	3.667	4.172	4.444	3.906
	0.931	0.924	0.836	1.155	0.928	0.527	1.031
	328	18	136	3	29	9	85

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Employer Five-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
In the following areas of basic skills, how well prepared was this employee?							
12. Reading	4.251 0.824 291	3.941 0.827 17	4.439 0.770 123	3.500 2.121 2	4.077 0.845 26	4.556 0.726 9	3.905 0.830 74
13. Spelling.	4.081 0.921 285	3.938 0.854 16	4.290 0.844 124	2.500 2.121 2	3.833 1.007 24	4.333 1.000 9	3.757 0.908 70
14. Computer literacy	3.723 1.047 202	3.667 1.000 9	3.878 1.058 90	5.000 0.000 1	3.588 1.064 17	4.000 0.816 7	3.365 0.991 52
15. Math.	3.992 0.901 257	3.667 0.617 15	4.109 0.912 110	3.500 2.121 2	4.056 0.802 18	4.125 0.835 8	3.778 0.892 72
16. Science	3.868 0.995 129	3.500 0.972 10	4.039 1.038 51	3.000 0.000 1	3.818 0.751 11	4.000 1.000 3	3.618 1.015 34
17. Writing	3.919 0.918 285	3.800 0.862 15	4.050 0.928 119	3.000 0.000 3	3.889 0.934 27	4.222 0.667 9	3.600 0.858 70
18. Speaking.	4.003 0.939 315	4.000 0.935 17	4.099 0.902 131	4.000 1.000 3	3.862 0.915 29	4.222 0.833 9	3.800 0.973 80
19. Listening	4.061 0.965 328	4.176 0.809 17	4.199 0.901 136	4.000 1.000 3	3.759 1.123 29	4.300 0.675 10	3.802 1.038 86
20. Problem solving	3.879 0.962 323	3.688 0.946 16	3.962 0.988 133	3.667 1.155 3	3.714 0.937 28	4.200 0.632 10	3.706 0.961 85
Please rate this employee on each of the characteristics listed below.							
21. Use of tools and equipment. . .	4.013 0.885 300	3.889 0.832 18	4.041 0.843 123	2.500 0.707 2	3.889 0.974 27	4.000 0.500 9	4.089 0.936 79
22. Selection and care of space, materials, and supplies	4.044 0.889 319	3.765 0.831 17	4.126 0.876 135	3.333 0.577 3	4.036 0.793 28	4.300 0.675 10	3.890 0.930 82
23. Ability to work with co-workers	4.202 0.946 331	3.944 1.056 18	4.290 0.906 138	4.500 0.707 2	4.034 1.052 29	4.200 0.632 10	4.116 0.975 86
24. Accepting advice and supervision	4.196 0.971 332	4.056 0.938 18	4.275 0.942 138	4.333 1.155 3	4.000 1.000 29	4.200 0.632 10	4.070 1.071 86
25. Working in a leadership role when applicable	3.794 1.023 291	3.750 1.065 16	3.881 0.985 126	4.000 1.000 3	3.880 0.927 25	4.167 0.408 6	3.507 1.143 75
26. Understanding the value and importance of work.	4.151 1.022 331	3.941 1.029 17	4.283 0.974 138	3.000 1.000 3	4.138 0.990 29	4.200 0.632 10	3.988 1.101 86

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Employer Five-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
27. Prompt and dependable in attendance.	4.317 0.943 331	3.882 1.111 17	4.536 0.794 138	3.333 1.528 3	4.172 0.889 29	4.000 1.155 10	4.174 0.960 86
28. Willing to accept and perform tasks	4.343 0.853 332	4.278 0.826 18	4.514 0.757 138	3.333 1.528 3	4.207 0.774 29	4.200 0.789 10	4.151 0.976 86
29. Ability to plan and direct own work.	4.000 0.997 325	3.706 1.160 17	4.172 0.880 134	3.667 1.155 3	3.931 0.998 29	4.400 0.699 10	3.706 1.078 85
30. Ability to make sound decisions	3.886 0.967 325	3.688 1.138 16	4.067 0.919 134	3.667 1.155 3	3.759 0.951 29	3.800 0.632 10	3.635 0.937 85
31. Shows consideration and kindness toward others	4.297 0.887 330	4.278 0.826 18	4.431 0.847 137	4.667 0.577 3	4.103 0.860 29	4.400 0.843 10	4.106 0.913 85
32. Neat, clean, and appropriate appearance.	4.395 0.836 332	4.000 1.138 18	4.529 0.803 138	4.000 1.000 3	4.276 0.751 29	4.600 0.516 10	4.314 0.786 86
33. Flexibility to accept change. .	4.076 0.949 329	4.000 1.188 18	4.162 0.921 136	4.000 1.000 3	3.929 0.979 28	4.300 0.675 10	3.872 0.992 86
34. Ability to learn new job tasks.	4.292 0.808 329	4.000 0.907 18	4.463 0.788 136	4.333 0.577 3	4.103 0.772 29	4.300 0.675 10	4.128 0.809 86

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	3 0.9	0 0.0	1 0.7	1 25.0	0 0.0	0 0.0	0 0.0
(1) Very Poor	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(2) Poor.	4 1.2	0 0.0	0 0.0	1 25.0	1 3.4	0 0.0	1 1.2
(3) Acceptable.	31 9.3	1 5.6	10 7.2	1 25.0	2 6.9	1 10.0	10 11.6
(4) Good.	112 33.6	9 50.0	41 29.7	0 0.0	10 34.5	4 40.0	36 41.9
(5) Very Good	183 55.0	8 44.4	86 62.3	1 25.0	16 55.2	5 50.0	39 45.3
36. If the opportunity should arise, would you promote this employee? Omit. . .	11 3.3	1 5.6	3 2.2	2 50.0	2 6.9	0 0.0	2 2.3
(1) Yes.	250 75.1	12 66.7	110 79.7	1 25.0	23 79.3	9 90.0	62 72.1
(2) Not sure	60 18.0	5 27.8	21 15.2	1 25.0	3 10.3	0 0.0	19 22.1
(3) No	12 3.6	0 0.0	4 2.9	0 0.0	1 3.4	1 10.0	3 3.5

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Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	12 3.6	0 0.0	5 3.6	1 25.0	0 0.0	0 0.0	3 3.5
(1) No preference.	56 16.8	1 5.6	27 19.6	1 25.0	5 17.2	2 20.0	7 8.1
(2) Some preference.	137 41.1	12 66.7	51 37.0	1 25.0	12 41.4	5 50.0	38 44.2
(3) A good deal of preference. .	128 38.4	5 27.8	55 39.9	1 25.0	12 41.4	3 30.0	38 44.2
38. In which of the following ways does your business work with secondary schools to support education? Omit. . .	141 42.3	9 50.0	59 42.8	2 50.0	11 37.9	6 60.0	31 36.0
(1) Suggesting new vocational courses.	42 12.6	2 11.1	12 8.7	1 25.0	2 6.9	1 10.0	22 25.6
(2) Recommending equipment and materials to be used	43 12.9	2 11.1	14 10.1	1 25.0	0 0.0	1 10.0	21 24.4
(3) Providing equipment/ materials/donations.	61 18.3	3 16.7	22 15.9	0 0.0	4 13.8	1 10.0	25 29.1
(4) Providing facilities	51 15.3	3 16.7	16 11.6	0 0.0	8 27.6	1 10.0	16 18.6
(5) Providing vocational students with work experience	116 34.8	7 38.9	54 39.1	1 25.0	13 44.8	3 30.0	25 29.1
(6) Serving on advisory committees	62 18.6	2 11.1	22 15.9	0 0.0	5 17.2	0 0.0	23 26.7
(7) Providing teachers with work experience.	24 7.2	1 5.6	11 8.0	0 0.0	0 0.0	0 0.0	10 11.6
(8) Releasing employees to teach vocational courses	30 9.0	1 5.6	9 6.5	2 50.0	3 10.3	2 20.0	9 10.5
(9) Partnerships	14 4.2	0 0.0	4 2.9	0 0.0	1 3.4	0 0.0	5 5.8

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.933 0.943 328	3.827 0.958 133	4.005 0.928 195
8. Occupational skills	3.945 0.918 327	3.848 0.904 132	4.010 0.925 195
9. Work attitude	4.233 0.968 331	4.254 0.899 134	4.218 1.014 197
10. Work quality.	4.250 0.816 332	4.187 0.824 134	4.293 0.809 198
11. Work quantity (amount produced)	4.186 0.931 328	4.045 0.984 133	4.282 0.884 195

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Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.251	4.094	4.356
	0.824	0.861	0.782
	291	117	174
13. Spelling	4.081	3.947	4.170
	0.921	0.939	0.901
	285	114	171
14. Computer literacy	3.723	3.519	3.854
	1.047	1.131	0.972
	202	79	123
15. Math	3.992	3.882	4.075
	0.901	0.926	0.877
	257	110	147
16. Science	3.868	3.800	3.928
	0.995	1.022	0.975
	129	60	69
17. Writing	3.919	3.773	4.011
	0.918	0.925	0.903
	285	110	175
18. Speaking	4.003	3.929	4.053
	0.939	0.997	0.898
	315	126	189
19. Listening	4.061	4.008	4.097
	0.965	0.981	0.956
	328	133	195
20. Problem solving	3.879	3.856	3.895
	0.962	0.901	1.005
	323	132	191
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	4.013	4.040	3.994
	0.885	0.898	0.877
	300	126	174
22. Selection and care of space, materials, and supplies	4.044	3.984	4.084
	0.889	0.893	0.887
	319	129	190
23. Ability to work with co-workers	4.202	4.231	4.183
	0.946	0.884	0.988
	331	134	197
24. Accepting advice and supervision	4.196	4.246	4.162
	0.971	0.937	0.994
	332	134	198
25. Working in a leadership role when applicable	3.794	3.690	3.863
	1.023	1.067	0.990
	291	116	175
26. Understanding the value and importance of work	4.151	4.098	4.187
	1.022	1.029	1.018
	331	133	198

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Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
27. Prompt and dependable in attendance.	4.317	4.233	4.374
	0.943	0.960	0.930
	331	133	198
28. Willing to accept and perform tasks.	4.343	4.246	4.409
	0.853	0.921	0.799
	332	134	198
29. Ability to plan and direct own work.	4.000	3.885	4.077
	0.997	1.028	0.971
	325	131	194
30. Ability to make sound decisions.	3.886	3.826	3.927
	0.967	0.961	0.971
	325	132	193
31. Shows consideration and kindness toward others . . .	4.297	4.233	4.340
	0.887	0.869	0.898
	330	133	197
32. Neat, clean, and appropriate appearance.	4.395	4.328	4.439
	0.836	0.830	0.839
	332	134	198
33. Flexibility to accept change	4.076	4.008	4.122
	0.949	0.941	0.953
	329	133	196
34. Ability to learn new job tasks	4.292	4.173	4.372
	0.808	0.830	0.784
	329	133	196

Item Statement	Total N %	Male N %	Female N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	3	0	3
	0.9	0.0	1.5
(1) Very Poor	0	0	0
	0.0	0.0	0.0
(2) Poor.	4	1	3
	1.2	0.7	1.5
(3) Acceptable.	31	12	19
	9.3	9.0	9.5
(4) Good.	112	54	58
	33.6	40.3	29.1
(5) Very Good	183	67	116
	55.0	50.0	58.3
36. If the opportunity should arise, would you promote this employee? Omit. . .	11	2	9
	3.3	1.5	4.5
(1) Yes.	250	101	149
	75.1	75.4	74.9
(2) Not sure	60	27	33
	18.0	20.1	16.6
(3) No	12	4	8
	3.6	3.0	4.0

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Item Statement	Total N %	Male N %	Female N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	12 3.6	3 2.2	9 4.5
(1) No preference.	56 16.8	22 16.4	34 17.1
(2) Some preference.	137 41.1	58 43.3	79 39.7
(3) A good deal of preference.	128 38.4	51 38.1	77 38.7
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	141 42.3	50 37.3	91 45.7
(1) Suggesting new vocational courses.	42 12.6	27 20.1	15 7.5
(2) Recommending equipment and materials to be used.	43 12.9	27 20.1	16 8.0
(3) Providing equipment/materials/donations.	61 18.3	32 23.9	29 14.6
(4) Providing facilities	51 15.3	18 13.4	33 16.6
(5) Providing vocational students with work experience	116 34.8	41 30.6	75 37.7
(6) Serving on advisory committees	62 18.6	30 22.4	32 16.1
(7) Providing teachers with work experience.	24 7.2	13 9.7	11 5.5
(8) Releasing employees to teach vocational courses.	30 9.0	15 11.2	15 7.5
(9) Partnerships	14 4.2	8 6.0	6 3.0

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.888 0.962 98	3.874 0.940 182	4.250 0.863 48
8. Occupational skills	3.939 0.906 98	3.884 0.939 181	4.188 0.842 48
9. Work attitude	4.306 0.913 98	4.178 0.981 185	4.292 1.031 48
10. Work quality.	4.235 0.822 98	4.226 0.827 186	4.375 0.761 48
11. Work quantity (amount produced)	4.240 0.867 96	4.147 0.967 184	4.229 0.928 48

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Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.144 0.855 90	4.242 0.835 161	4.525 0.640 40
13. Spelling	3.977 0.994 88	4.102 0.893 157	4.225 0.862 40
14. Computer literacy	3.712 1.078 66	3.691 1.029 110	3.885 1.071 26
15. Math	3.912 0.860 80	3.993 0.917 145	4.188 0.931 32
16. Science	3.857 0.952 42	3.809 1.040 68	4.105 0.937 19
17. Writing	3.871 0.910 85	3.886 0.917 158	4.143 0.926 42
18. Speaking	4.032 0.909 94	3.954 0.940 175	4.130 1.002 46
19. Listening	4.153 0.923 98	3.967 0.994 183	4.234 0.914 47
20. Problem solving	3.990 0.877 96	3.771 1.005 179	4.063 0.932 48
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	4.130 0.892 92	3.952 0.873 166	4.000 0.911 42
22. Selection and care of space, materials, and supplies	4.073 0.849 96	3.994 0.896 179	4.182 0.947 44
23. Ability to work with co-workers	4.296 0.815 98	4.130 1.002 185	4.292 0.967 48
24. Accepting advice and supervision	4.306 0.842 98	4.097 1.040 186	4.354 0.911 48
25. Working in a leadership role when applicable	3.788 1.103 85	3.759 0.998 166	3.950 0.959 40
26. Understanding the value and importance of work	4.143 1.005 98	4.141 1.028 185	4.208 1.051 48

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Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
27. Prompt and dependable in attendance.	4.357 0.922 98	4.297 0.923 185	4.313 1.075 48
28. Willing to accept and perform tasks.	4.347 0.839 98	4.328 0.873 186	4.396 0.818 48
29. Ability to plan and direct own work.	3.959 0.989 97	3.989 0.994 181	4.128 1.035 47
30. Ability to make sound decisions.	3.874 0.902 95	3.863 0.974 182	4.000 1.072 48
31. Shows consideration and kindness toward others . . .	4.347 0.801 98	4.261 0.910 184	4.333 0.975 48
32. Neat, clean, and appropriate appearance.	4.398 0.858 98	4.403 0.801 186	4.354 0.934 48
33. Flexibility to accept change	4.051 0.978 98	4.038 0.957 183	4.271 0.844 48
34. Ability to learn new job tasks	4.286 0.799 98	4.288 0.816 184	4.319 0.810 47

Item Statement	IPC N %	SEQ N %	GE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	1 1.0	1 0.5	1 2.1
(1) Very Poor	0 0.0	0 0.0	0 0.0
(2) Poor.	1 1.0	2 1.1	1 2.1
(3) Acceptable.	11 11.1	14 7.5	6 12.5
(4) Good.	31 31.3	69 37.1	12 25.0
(5) Very Good	55 55.6	100 53.8	28 58.3
36. If the opportunity should arise, would you promote this employee? Omit. . .	2 2.0	8 4.3	1 2.1
(1) Yes.	79 79.8	138 74.2	33 68.8
(2) Not sure	16 16.2	33 17.7	11 22.9
(3) No	2 2.0	7 3.8	3 6.3

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Item Statement	IPC N %	SEQ N %	GE N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	2	7	3
	2.0	3.8	6.3
(1) No preference.	17	26	13
	17.2	14.0	27.1
(2) Some preference.	40	79	18
	40.4	42.5	37.5
(3) A good deal of preference.	40	74	14
	40.4	39.8	29.2

Item Statement	IPC N %	SEQ N %	GE N %
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	40	78	23
	40.4	41.9	47.9
(1) Suggesting new vocational courses.	14	26	2
	14.1	14.0	4.2
(2) Recommending equipment and materials to be used.	21	18	4
	21.2	9.7	8.3
(3) Providing equipment/materials/donations.	20	35	6
	20.2	18.8	12.5
(4) Providing facilities	17	27	7
	17.2	14.5	14.6
(5) Providing vocational students with work experience	37	66	13
	37.4	35.5	27.1
(6) Serving on advisory committees	20	32	10
	20.2	17.2	20.8
(7) Providing teachers with work experience.	9	13	2
	9.1	7.0	4.2
(8) Releasing employees to teach vocational courses.	9	17	4
	9.1	9.1	8.3
(9) Partnerships	3	7	4
	3.0	3.8	8.3

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.800	4.000	3.458
	0.837	0.000	1.103
	5	1	24
8. Occupational skills	3.600	4.000	3.583
	0.894	0.000	1.060
	5	1	24
9. Work attitude	3.400	5.000	3.960
	1.140	0.000	1.136
	5	1	25
10. Work quality.	3.800	5.000	3.960
	0.837	0.000	1.098
	5	1	25
11. Work quantity (amount produced)	3.200	5.000	3.960
	1.095	0.000	1.207
	5	1	25

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Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.500 0.577 4	5.000 0.000 1	3.955 0.999 22
13. Spelling	4.500 0.707 2	0.000 0.000 0	3.722 0.958 18
14. Computer literacy	3.750 0.957 4	0.000 0.000 0	3.417 1.240 12
15. Math	4.000 0.816 4	0.000 0.000 0	3.444 0.856 18
16. Science	4.000 1.000 3	0.000 0.000 0	3.444 1.130 9
17. Writing	4.500 1.000 4	0.000 0.000 0	3.737 0.933 19
18. Speaking	3.600 1.342 5	5.000 0.000 1	3.500 1.180 24
19. Listening	3.800 0.837 5	5.000 0.000 1	3.560 1.261 25
20. Problem solving	3.400 1.140 5	4.000 0.000 1	3.625 1.096 24
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.800 1.304 5	5.000 0.000 1	3.727 1.120 22
22. Selection and care of space, materials, and supplies	3.600 1.140 5	5.000 0.000 1	3.917 0.929 24
23. Ability to work with co-workers	4.200 0.447 5	5.000 0.000 1	3.880 1.092 25
24. Accepting advice and supervision	4.200 0.447 5	5.000 0.000 1	3.800 1.155 25
25. Working in a leadership role when applicable	3.000 0.816 4	4.000 0.000 1	3.286 1.189 21
26. Understanding the value and importance of work	3.400 1.140 5	5.000 0.000 1	3.680 1.376 25

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Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
27. Prompt and dependable in attendance.	3.600 1.140 5	5.000 0.000 1	4.040 1.274 25
28. Willing to accept and perform tasks.	3.800 0.837 5	5.000 0.000 1	4.000 1.000 25
29. Ability to plan and direct own work.	2.800 1.643 5	5.000 0.000 1	3.520 1.159 25
30. Ability to make sound decisions.	3.200 0.837 5	5.000 0.000 1	3.440 1.044 25
31. Shows consideration and kindness toward others . . .	4.400 0.894 5	5.000 0.000 1	3.920 0.997 25
32. Neat, clean, and appropriate appearance.	4.000 0.707 5	5.000 0.000 1	4.000 1.118 25
33. Flexibility to accept change	3.600 0.894 5	4.000 0.000 1	3.833 1.049 24
34. Ability to learn new job tasks	3.600 0.894 5	5.000 0.000 1	4.040 0.935 25

Item Statement	H N %	DL N %	DO N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0 0.0	0 0.0	0 0.0
(1) Very Poor	0 0.0	0 0.0	0 0.0
(2) Poor.	0 0.0	0 0.0	1 4.0
(3) Acceptable.	1 20.0	0 0.0	5 20.0
(4) Good.	2 40.0	0 0.0	9 36.0
(5) Very Good	2 40.0	1 100.0	10 40.0
36. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	0 0.0
(1) Yes.	1 20.0	1 100.0	16 64.0
(2) Not sure	3 60.0	0 0.0	7 28.0
(3) No	1 20.0	0 0.0	2 8.0

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Item Statement	H N %	DL N %	DO N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	1 4.0
(1) No preference.	2 40.0	1 100.0	5 20.0
(2) Some preference.	3 60.0	0 0.0	12 48.0
(3) A good deal of preference.	0 0.0	0 0.0	7 28.0

Item Statement	H N %	DL N %	DO N %
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	4 80.0	0 0.0	11 44.0
(1) Suggesting new vocational courses.	0 0.0	0 0.0	4 16.0
(2) Recommending equipment and materials to be used.	0 0.0	0 0.0	7 28.0
(3) Providing equipment/materials/donations.	1 20.0	0 0.0	8 32.0
(4) Providing facilities	0 0.0	0 0.0	5 20.0
(5) Providing vocational students with work experience	1 20.0	1 100.0	6 24.0
(6) Serving on advisory committees	0 0.0	0 0.0	5 20.0
(7) Providing teachers with work experience.	0 0.0	0 0.0	2 8.0
(8) Releasing employees to teach vocational courses.	0 0.0	0 0.0	0 0.0
(9) Partnerships	0 0.0	0 0.0	3 12.0

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
Please rate the individual in the following areas:					
7. Occupational knowledge.	5.000 0.000 1	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.923 0.941 323
8. Occupational skills	4.000 0.000 1	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.941 0.920 322
9. Work attitude	3.500 0.707 2	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.237 0.973 325
10. Work quality.	3.500 0.707 2	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.258 0.816 326
11. Work quantity (amount produced)	3.000 0.000 2	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.196 0.932 322

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Table C2
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Employer Five-Year Follow-up Study

Item Statement	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
In the following areas of basic skills, how well prepared was this employee?					
12. Reading	3.000 0.000 2	0.000 0.000 0	0.000 0.000 0	4.000 0.000 1	4.255 0.822 286
13. Spelling	3.000 0.000 2	0.000 0.000 0	0.000 0.000 0	0.000 0.000 0	4.089 0.920 281
14. Computer literacy	0.000 0.000 0	0.000 0.000 0	0.000 0.000 0	4.000 0.000 1	3.714 1.051 199
15. Math	3.000 0.000 2	0.000 0.000 0	0.000 0.000 0	4.000 0.000 1	4.000 0.902 252
16. Science	0.000 0.000 0	0.000 0.000 0	0.000 0.000 0	0.000 0.000 0	3.875 0.996 128
17. Writing	2.000 0.000 1	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.929 0.913 280
18. Speaking	3.000 1.414 2	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.010 0.938 309
19. Listening	3.000 0.000 2	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.071 0.966 322
20. Problem solving	3.500 0.707 2	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.880 0.967 317
Please rate this employee on each of the characteristics listed below.					
21. Use of tools and equipment	4.000 0.000 2	0.000 0.000 0	0.000 0.000 0	3.000 0.000 1	4.017 0.890 295
22. Selection and care of space, materials, and supplies	3.500 0.707 2	0.000 0.000 0	0.000 0.000 0	3.000 0.000 1	4.051 0.892 314
23. Ability to work with co-workers	4.500 0.707 2	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.200 0.953 325
24. Accepting advice and supervision	4.000 0.000 2	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.193 0.978 326
25. Working in a leadership role when applicable	3.000 0.000 1	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.790 1.025 286
26. Understanding the value and importance of work	3.500 0.707 2	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.151 1.027 325

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Table C2
Page C2.E2
Employer Five-Year Follow-up Study

Item Statement	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
27. Prompt and dependable in attendance	3.500	0.000	0.000	4.000	4.323
	0.707	0.000	0.000	1.414	0.945
	2	0	0	2	325
28. Willing to accept and perform tasks	4.000	0.000	0.000	4.000	4.347
	0.000	0.000	0.000	1.414	0.855
	2	0	0	2	326
29. Ability to plan and direct own work	3.500	0.000	0.000	4.000	4.000
	0.707	0.000	0.000	1.414	1.000
	2	0	0	2	319
30. Ability to make sound decisions	3.000	0.000	0.000	4.000	3.887
	0.000	0.000	0.000	1.414	0.968
	2	0	0	2	319
31. Shows consideration and kindness towards others.	4.000	0.000	0.000	4.000	4.299
	1.414	0.000	0.000	1.414	0.887
	2	0	0	2	324
32. Neat, clean, and appropriate appearance . .	3.500	0.000	0.000	4.500	4.405
	0.707	0.000	0.000	0.707	0.835
	2	0	0	2	326
33. Flexibility to accept change.	3.500	0.000	0.000	4.500	4.074
	0.707	0.000	0.000	0.707	0.953
	2	0	0	2	323
34. Ability to learn new job tasks.	4.000	0.000	0.000	4.500	4.291
	0.000	0.000	0.000	0.707	0.813
	2	0	0	2	323

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0	0	0	0	3
	0.0	0.0	0.0	0.0	0.9
(1) Very Poor.	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0
(2) Poor	0	0	0	0	4
	0.0	0.0	0.0	0.0	1.2
(3) Acceptable	0	0	0	0	31
	0.0	0.0	0.0	0.0	9.5
(4) Good	2	0	0	1	109
	100.0	0.0	0.0	50.0	33.3
(5) Very Good.	0	0	0	1	180
	0.0	0.0	0.0	50.0	55.0
36. If the opportunity should arise, would you promote this employee? Omit. . .	0	0	0	0	11
	0.0	0.0	0.0	0.0	3.4
(1) Yes	2	0	0	2	244
	100.0	0.0	0.0	100.0	74.6
(2) Not sure.	0	0	0	0	60
	0.0	0.0	0.0	0.0	18.3
(3) No.	0	0	0	0	12
	0.0	0.0	0.0	0.0	3.7

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	0 0.0	1 50.0	11 3.4
(1) No preference	0 0.0	0 0.0	0 0.0	0 0.0	56 17.1
(2) Some preference	1 50.0	0 0.0	0 0.0	0 0.0	134 41.0
(3) A good deal of preference	1 50.0	0 0.0	0 0.0	1 50.0	126 38.5
38. In which of the following ways does your business work with secondary schools to support education? Omit. . .	0 0.0	0 0.0	0 0.0	1 50.0	139 42.5
(1) Suggesting new vocational courses . . .	1 50.0	0 0.0	0 0.0	0 0.0	40 12.2
(2) Recommending equipment and materials to be used.	0 0.0	0 0.0	0 0.0	1 50.0	42 12.8
(3) Providing equipment/materials/ donations	1 50.0	0 0.0	0 0.0	0 0.0	60 18.3
(4) Providing facilities.	0 0.0	0 0.0	0 0.0	0 0.0	51 15.6
(5) Providing vocational students with work experience.	0 0.0	0 0.0	0 0.0	1 50.0	114 34.9
(6) Serving on advisory committees.	0 0.0	0 0.0	0 0.0	0 0.0	62 19.0
(7) Providing teachers with work experience.	0 0.0	0 0.0	0 0.0	0 0.0	24 7.3
(8) Releasing employees to teach vocational courses	0 0.0	0 0.0	0 0.0	0 0.0	30 9.2
(9) Partnerships.	0 0.0	0 0.0	0 0.0	0 0.0	14 4.3

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

D1

Student Questionnaire

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Table D1
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Student Questionnaire

	Total	
Item Statement	N	%
1. Program enrolled in: Omit. . .	148	0.7
(1) Vocational.	10630	52.0
(2) Academic.	9667	47.3
2. Vocational course area: (12th grade only) Omit. . .	16870	82.5
(1) Agriculture	188	0.9
(2) Business Education.	1356	6.6
(3) Health Occupations.	17	0.1
(4) Home Economics.	544	2.7
(5) Marketing Education	237	1.2
(6) Technology Education.	1234	6.0
3. Special Needs Students: Omit. . .	17213	84.2
(1) Handicapped (H)	867	4.2
(2) Disadvantaged - Limited English Proficient (DL)	162	0.8
(3) Disadvantaged - Other (DO).	2203	10.8
4. Ethnic Group: Omit. . .	479	2.3
(1) American Indian or Alaskan Native (AIN) . . .	344	1.7
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin).	298	1.5
(3) Black (BNH) (Not of Hispanic Origin).	176	0.9
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture).	209	1.0
(5) White (WNH) (Not of Hispanic Origin).	18940	92.6
5. I am: Omit. . .	8	0.0
(1) Male.	10559	51.6
(2) Female.	9878	48.3
6. The grade I am in is: Omit. . .	22	0.1
(1) 9th grade.	3085	15.1
(2) 10th grade.	6270	30.7
(3) 11th grade.	5670	27.7
(4) 12th grade.	5398	26.4

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Table D1
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Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit . . .	461	227	231
	2.3	2.1	2.3
(1) Agriculture	1963	1446	516
	9.6	13.7	5.2
(2) Business Education.	7516	3281	4234
	36.8	31.1	42.9
(3) Health Occupations.	1760	789	970
	8.6	7.5	9.8
(4) Home Economics.	5599	1837	3761
	27.4	17.4	38.1
(5) Marketing Education	1632	746	886
	8.0	7.1	9.0
(6) Technology Education.	5467	4410	1057
	26.7	41.8	10.7
(7) Industrial Education.	3624	3065	558
	17.7	29.0	5.6
(8) None of the above	5070	2271	2797
	24.8	21.5	28.3
8. The program where my main career interests lie is: (Check only one) Omit. . .	1850	899	948
	9.0	8.5	9.6
(1) Agriculture	871	664	206
	4.3	6.3	2.1
(2) Business Education.	4447	1885	2562
	21.7	17.9	25.9
(3) Health Occupations.	2029	470	1559
	9.9	4.5	15.8
(4) Home Economics.	748	110	637
	3.7	1.0	6.4
(5) Marketing Education	926	427	499
	4.5	4.0	5.1
(6) Technology Education.	3190	2845	343
	15.6	26.9	3.5
(7) Industrial Education.	1502	1401	100
	7.3	13.3	1.0
(8) Other	6102	2738	3362
	29.8	25.9	34.0
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	288	132	154
	1.4	1.3	1.6
(1) Yes	9170	4481	4688
	44.8	42.4	47.5
(2) Not sure.	7474	4077	3394
	36.6	38.6	34.4
(3) No.	3514	1869	1642
	17.2	17.7	16.6
10. This is how I feel about the overall education I am receiving at present. Omit. . .	135	77	55
	0.7	0.7	0.6
(1) I am very Satisfied	2251	1176	1073
	11.0	11.1	10.9
(2) I am Satisfied.	15807	7945	7860
	77.3	75.2	79.6
(3) I am UNsatisfied.	1848	1062	784
	9.0	10.1	7.9
(4) I am very UNsatisfied	405	299	106
	2.0	2.8	1.1

Secondary Vocational Program Evaluation
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Table D1
Page D1.A2
Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	1161	515	642
	5.7	4.9	6.5
(1) I am very Satisfied	1315	766	548
	6.4	7.3	5.5
(2) I am Satisfied.	12310	6301	6008
	60.2	59.7	60.8
(3) I am UNsatisfied.	4682	2398	2282
	22.9	22.7	23.1
(4) I am very UNsatisfied	978	579	398
	4.8	5.5	4.0
12. After graduating from high school, I plan to: (Check only one) Omit. . .	478	310	165
	2.3	2.9	1.7
(1) Go to work.	1782	1123	659
	8.7	10.6	6.7
(2) Go on to school	9888	5006	4878
	48.4	47.4	49.4
(3) Work and attend school.	7064	3131	3933
	34.5	29.7	39.8
(4) Go into the military.	1294	1038	254
	6.3	9.8	2.6
(5) Other	70	44	25
	0.3	0.4	0.3
13. What type of school are you planning to attend following high school graduation? Omit. . .	2666	1754	909
	13.0	16.6	9.2
(1) A vocational-technical school diploma program one-year or less.	1055	585	469
	5.2	5.5	4.7
(2) A vocational-technical school two-year associate degree program.	3320	1789	1530
	16.2	16.9	15.5
(3) A two-year UW-Center program.	1149	550	598
	5.6	5.2	6.1
(4) A four-year university system or college program	11344	5268	6074
	55.5	49.9	61.5
(5) An apprenticeship program	213	177	36
	1.0	1.7	0.4
(6) An in-service or on-the-job training program.	335	200	134
	1.6	1.9	1.4
(7) Military service.	578	458	118
	2.8	4.3	1.2
(8) Private school program.	350	142	208
	1.7	1.3	2.1
(9) Other	513	257	256
	2.5	2.4	2.6
14. What job do you plan to enter after high school? Omit. . .	3667	1886	1776
	17.9	17.9	18.0
(1) Not sure of job choice at this time	8845	4478	4364
	43.3	42.4	44.2
(2) I am planning on entering the following job(s) or career(s):	7934	4195	3738
	38.8	39.7	37.8

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Table D1
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Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	6757	3218	3536
	33.0	30.5	35.8
(1) Yes	5906	3344	2560
	28.9	31.7	25.9
(2) Somewhat.	6095	3077	3018
	29.8	29.1	30.6
(3) No.	796	446	349
	3.9	4.2	3.5
(4) I do not have a job goal at this time	892	474	415
	4.4	4.5	4.2
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	6534	3116	3415
	32.0	29.5	34.6
(1) Yes	9282	5036	4242
	45.4	47.7	42.9
(2) No.	3579	1819	1760
	17.5	17.2	17.8
(3) I do not have a planned career/school	1050	588	461
	5.1	5.6	4.7

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.213	3.251	3.172
		0.894	0.911	0.873
		19945	10279	9663
18. Opportunity to hear speakers from the world of work		2.693	2.716	2.668
		1.094	1.093	1.096
		19912	10245	9664
19. Presentation of role models in nontraditional areas		2.487	2.497	2.475
		1.053	1.055	1.051
		19806	10194	9608
20. New and/or future-oriented occupations.		2.836	2.917	2.749
		0.965	0.977	0.945
		19648	10117	9528
21. Jobs held by primarily males or primarily females		2.865	2.917	2.809
		0.937	0.950	0.920
		19475	10057	9415
22. Occupations which have local job opportunities. .		2.986	3.028	2.942
		1.004	1.012	0.994
		19456	9998	9454
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.754	2.808	2.697
		1.000	1.014	0.982
		19629	10135	9490
24. Post-high school vocational education opportunities related to my career goal		3.046	3.088	3.002
		1.054	1.058	1.049
		19632	10106	9522

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Table D1
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Student Questionnaire

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total Mean StD N*	*Male Mean StD N*	*Female Mean StD N*
25. Job alternatives related to my career goal. . . .		2.998 1.043 19582	3.035 1.035 10079	2.960 1.049 9500
26. How to find a job/how to apply for a job.		3.056 1.118 19639	3.052 1.106 10114	3.059 1.131 9521
27. How to start a business		2.490 1.078 19598	2.555 1.106 10101	2.420 1.042 9493
28. How our economic system operates.		2.888 1.048 19702	2.969 1.052 10151	2.803 1.037 9547

29-39 During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

Item Statement	*Total Mean StD N*	*Male Mean StD N*	*Female Mean StD N*
29. Instructors: vocational.	2.840 1.212 19198	2.980 1.227 9957	2.689 1.176 9237
30. Instructors: academic.	3.134 1.156 19433	3.146 1.150 10017	3.121 1.162 9412
31. Instructors: technical school	2.557 1.180 18686	2.717 1.220 9716	2.383 1.109 8966
32. Counselors (guidance staff)	3.218 1.253 19488	3.103 1.253 10014	3.339 1.241 9470
33. Friends/classmates.	3.454 1.131 19643	3.351 1.141 10087	3.563 1.110 9553
34. Parents	3.733 1.130 19726	3.657 1.129 10132	3.813 1.127 9590
35. Relatives	3.177 1.233 19604	3.120 1.214 10073	3.237 1.250 9527
36. Employers	2.656 1.257 19155	2.701 1.264 9908	2.608 1.248 9244
37. Job Service	2.208 1.166 18837	2.273 1.187 9759	2.139 1.140 9074
38. Newspapers/magazines/television	2.858 1.190 19289	2.843 1.196 9936	2.875 1.184 9351
39. Other (please list)	4.437 0.936 652	4.356 0.992 362	4.531 0.800 288

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Table D1
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Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
40. If you did not take a vocational course this year, what was your reason? (Check all that apply) Omit. . .	10868 53.2	6154 58.3	4707 47.7
(1) Vocational courses related to my career interests were not available.	3020 14.8	1479 14.0	1541 15.6
(2) Could not fit into my schedule because of required courses.	4619 22.6	2043 19.3	2576 26.1
(3) Vocational courses were not available when I had an open period in my schedule	1187 5.8	613 5.8	574 5.8
(4) My parents did not want me to take vocational courses.	301 1.5	170 1.6	131 1.3
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	2084 10.2	1029 9.7	1055 10.7
(6) I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed	531 2.6	298 2.8	232 2.3
(7) My counselor discouraged me from enrolling. .	215 1.1	144 1.4	71 0.7
(8) My friends discouraged me from enrolling. . .	299 1.5	188 1.8	111 1.1
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	2949 14.4	1196 11.3	1752 17.7

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Student Questionnaire

Item Statement	Total N %	Voc N %	Academic N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit . . .	461	128	328
	2.3	1.2	3.4
(1) Agriculture	1963	1452	484
	9.6	13.7	5.0
(2) Business Education.	7516	5125	2342
	36.8	48.2	24.2
(3) Health Occupations.	1760	1095	652
	8.6	10.3	6.7
(4) Home Economics.	5599	3768	1788
	27.4	35.4	18.5
(5) Marketing Education	1632	1223	405
	8.0	11.5	4.2
(6) Technology Education.	5467	3922	1521
	26.7	36.9	15.7
(7) Industrial Education.	3624	2648	931
	17.7	24.9	9.6
(8) None of the above	5070	846	4182
	24.8	8.0	43.3
8. The program where my main career interests lie is: (Check only one) Omit. . .	1850	730	1106
	9.0	6.9	11.4
(1) Agriculture	871	614	254
	4.3	5.8	2.6
(2) Business Education.	4447	2651	1769
	21.7	24.9	18.3
(3) Health Occupations.	2029	811	1206
	9.9	7.6	12.5
(4) Home Economics.	748	502	235
	3.7	4.7	2.4
(5) Marketing Education	926	627	297
	4.5	5.9	3.1
(6) Technology Education.	3190	2198	967
	15.6	20.7	10.0
(7) Industrial Education.	1502	1146	326
	7.3	10.8	3.4
(8) Other	6102	2234	3824
	29.8	21.0	39.6
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	288	155	129
	1.4	1.5	1.3
(1) Yes	9170	4883	4214
	44.8	45.9	43.6
(2) Not sure.	7474	3870	3562
	36.6	36.4	36.8
(3) No.	3514	1722	1762
	17.2	16.2	18.2
10. This is how I feel about the overall education I am receiving at present. Omit. . .	135	64	68
	0.7	0.6	0.7
(1) I am very Satisfied	2251	1089	1153
	11.0	10.2	11.9
(2) I am Satisfied.	15807	8256	7449
	77.3	77.7	77.1
(3) I am UNsatisfied.	1848	1011	813
	9.0	9.5	8.4
(4) I am very UNsatisfied	405	210	184
	2.0	2.0	1.9

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Item Statement	Total N %	Voc N %	Academic N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	1161 5.7	400 3.8	755 7.8
(1) I am very Satisfied	1315 6.4	860 8.1	447 4.6
(2) I am Satisfied.	12310 60.2	6654 62.6	5572 57.6
(3) I am UNsatisfied.	4682 22.9	2252 21.2	2392 24.7
(4) I am very UNsatisfied	978 4.8	464 4.4	501 5.2
12. After graduating from high school, I plan to: (Check only one) Omit. . .	478 2.3	248 2.3	224 2.3
(1) Go to work.	1782 8.7	1236 11.6	524 5.4
(2) Go on to school	9888 48.4	4269 40.2	5557 57.5
(3) Work and attend school.	7064 34.5	4112 38.7	2901 30.0
(4) Go into the military.	1294 6.3	795 7.5	489 5.1
(5) Other	70 0.3	43 0.4	26 0.3
13. What type of school are you planning to attend following high school graduation? Omit. . .	2666 13.0	1741 16.4	895 9.3
(1) A vocational-technical school diploma program one-year or less.	1055 5.2	792 7.5	251 2.6
(2) A vocational-technical school two-year associate degree program.	3320 16.2	2524 23.7	759 7.9
(3) A two-year UW-Center program.	1149 5.6	631 5.9	512 5.3
(4) A four-year university system or college program	11344 55.5	4471 42.1	6811 70.5
(5) An apprenticeship program	213 1.0	150 1.4	60 0.6
(6) An in-service or on-the-job training program.	335 1.6	226 2.1	106 1.1
(7) Military service.	578 2.8	334 3.1	241 2.5
(8) Private school program.	350 1.7	156 1.5	190 2.0
(9) Other	513 2.5	286 2.7	225 2.3
14. What job do you plan to enter after high school? Omit. . .	3667 17.9	1694 15.9	1952 20.2
(1) Not sure of job choice at this time	8845 43.3	4531 42.6	4254 44.0
(2) I am planning on entering the following job(s) or career(s):	7934 38.8	4405 41.4	3461 35.8

Item Statement	Total N %	Voc N %	Academic N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	6757	3383	3326
	33.0	31.8	34.4
(1) Yes	5906	3335	2519
	28.9	31.4	26.1
(2) Somewhat.	6095	3122	2930
	29.8	29.4	30.3
(3) No.	796	398	393
	3.9	3.7	4.1
(4) I do not have a job goal at this time	892	392	499
	4.4	3.7	5.2
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	6534	3311	3177
	32.0	31.1	32.9
(1) Yes	9282	5051	4165
	45.4	47.5	43.1
(2) No.	3579	1765	1781
	17.5	16.6	18.4
(3) I do not have a planned career/school	1050	503	543
	5.1	4.7	5.6

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Voc* *Mean* *StD* *N*	*Academic* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.213	3.230	3.196
		0.894	0.878	0.909
		19945	10413	9391
18. Opportunity to hear speakers from the world of work		2.693	2.756	2.625
		1.094	1.089	1.096
		19912	10378	9392
19. Presentation of role models in nontraditional areas		2.487	2.517	2.452
		1.053	1.056	1.047
		19806	10337	9329
20. New and/or future-oriented occupations.		2.836	2.892	2.777
		0.965	0.954	0.973
		19648	10263	9246
21. Jobs held by primarily males or primarily females		2.865	2.916	2.809
		0.937	0.930	0.940
		19475	10179	9164
22. Occupations which have local job opportunities. .		2.986	3.049	2.918
		1.004	0.995	1.009
		19456	10182	9139
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.754	2.793	2.712
		1.000	0.995	1.001
		19629	10278	9214
24. Post-high school vocational education opportunities related to my career goal		3.046	3.142	2.942
		1.054	1.030	1.070
		19632	10263	9231

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Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total Mean StD N*	*Voc Mean StD N*	*Academic Mean StD N*
25. Job alternatives related to my career goal. . . .		2.998 1.043 19582	3.067 1.021 10229	2.921 1.060 9216
26. How to find a job/how to apply for a job.		3.056 1.118 19639	3.155 1.104 10264	2.943 1.123 9242
27. How to start a business		2.490 1.078 19598	2.563 1.085 10273	2.408 1.064 9187
28. How our economic system operates.		2.888 1.048 19702	2.927 1.027 10295	2.850 1.070 9269
29-39 During my high school career I have received help in studying and planning a career from the following sources: Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful				
29. Instructors: vocational.		2.840 1.212 19198	3.044 1.203 10157	2.607 1.177 8902
30. Instructors: academic.		3.134 1.156 19433	3.082 1.134 10185	3.195 1.175 9109
31. Instructors: technical school		2.557 1.180 18686	2.716 1.201 9888	2.374 1.128 8662
32. Counselors (guidance staff)		3.218 1.253 19488	3.220 1.243 10217	3.216 1.262 9131
33. Friends/classmates.		3.454 1.131 19643	3.456 1.125 10280	3.453 1.135 9222
34. Parents		3.733 1.130 19726	3.686 1.135 10332	3.788 1.120 9252
35. Relatives		3.177 1.233 19604	3.163 1.226 10277	3.191 1.240 9187
36. Employers		2.656 1.257 19155	2.767 1.263 10107	2.533 1.236 8909
37. Job Service		2.208 1.166 18837	2.248 1.186 9971	2.164 1.140 8734
38. Newspapers/magazines/television		2.858 1.190 19289	2.837 1.194 10134	2.882 1.184 9017
39. Other (please list)		4.437 0.936 652	4.429 0.916 331	4.448 0.959 317

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Item Statement	Total N %	Voc N %	Academic N %
40. If you did not take a vocational course this year, what was your reason? (Check all that apply)			
Omit. . .	10868 53.2	6901 64.9	3890 40.2
(1) Vocational courses related to my career interests were not available.	3020 14.8	1227 11.5	1769 18.3
(2) Could not fit into my schedule because of required courses.	4619 22.6	1773 16.7	2813 29.1
(3) Vocational courses were not available when I had an open period in my schedule	1187 5.8	558 5.2	622 6.4
(4) My parents did not want me to take vocational courses.	301 1.5	117 1.1	179 1.9
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	2084 10.2	932 8.8	1132 11.7
(6) I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed	531 2.6	257 2.4	269 2.8
(7) My counselor discouraged me from enrolling. .	215 1.1	113 1.1	100 1.0
(8) My friends discouraged me from enrolling. . .	299 1.5	125 1.2	169 1.7
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	2949 14.4	867 8.2	2061 21.3

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Table D1
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Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
7. I have taken courses in the following vocational programs. Omit. . .	1	13	0	4	5	17
(Check all that apply	0.5	1.0	0.0	0.7	2.1	1.4
(1) Agriculture	174	67	2	52	16	193
	92.6	4.9	11.8	9.6	6.8	15.6
(2) Business Education.	83	1183	6	274	130	360
	44.1	87.2	35.3	50.4	54.9	29.2
(3) Health Occupations.	18	161	8	119	20	115
	9.6	11.9	47.1	21.9	8.4	9.3
(4) Home Economics.	64	523	10	460	76	266
	34.0	38.6	58.8	84.6	32.1	21.6
(5) Marketing Education	13	235	1	54	201	99
	6.9	17.3	5.9	9.9	84.8	8.0
(6) Technology Education. . . .	71	213	1	82	31	806
	37.8	15.7	5.9	15.1	13.1	65.3
(7) Industrial Education. . . .	63	110	0	52	18	671
	33.5	8.1	0.0	9.6	7.6	54.4
(8) None of the above	2	73	4	36	13	91
	1.1	5.4	23.5	6.6	5.5	7.4
8. The program where my main career interest lie is: Omit. . . .	9	64	0	48	16	68
(Check only one)	4.8	4.7	0.0	8.8	6.8	5.5
(1) Agriculture	104	14	0	10	1	51
	55.3	1.0	0.0	1.8	0.4	4.1
(2) Business Education.	13	765	1	56	60	69
	6.9	56.4	5.9	10.3	25.3	5.6
(3) Health Occupations.	6	118	10	99	9	25
	3.2	8.7	58.8	18.2	3.8	2.0
(4) Home Economics.	2	33	1	132	3	5
	1.1	2.4	5.9	24.3	1.3	0.4
(5) Marketing Education	2	76	0	19	115	17
	1.1	5.6	0.0	3.5	48.5	1.4
(6) Technology Education. . . .	22	53	0	17	8	582
	11.7	3.9	0.0	3.1	3.4	47.2
(7) Industrial Education. . . .	19	25	0	8	1	369
	10.1	1.8	0.0	1.5	0.4	29.9
(8) Other	33	283	5	172	45	211
	17.6	20.9	29.4	31.6	19.0	17.1
9. I have filled out a questionnaire or survey about my occupational/ career interests, needs and abilities: Omit. . . .	2	17	0	12	2	10
	1.1	1.3	0.0	2.2	0.8	0.8
(1) Yes	92	729	9	263	119	567
	48.9	53.8	52.9	48.3	50.2	45.9
(2) Not sure.	58	423	5	197	84	456
	30.9	31.2	29.4	36.2	35.4	37.0
(3) No.	36	187	3	72	32	201
	19.1	13.8	17.6	13.2	13.5	16.3
10. This is how I feel about the overall education I am receiving at present. Omit. . . .	1	5	0	4	2	5
	0.5	0.4	0.0	0.7	0.8	0.4
(1) I am very Satisfied	17	146	0	46	31	120
	9.0	10.8	0.0	8.5	13.1	9.7
(2) I am Satisfied.	143	1104	14	416	182	930
	76.1	81.4	82.4	76.5	76.8	75.4
(3) I am UNsatisfied.	21	93	2	66	19	146
	11.2	6.9	11.8	12.1	8.0	11.8
(4) I am very UNsatisfied . . .	6	8	1	12	3	33
	3.2	0.6	5.9	2.2	1.3	2.7

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Table D1
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Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . . .	5 2.7	30 2.2	0 0.0	23 4.2	5 2.1	28 2.3
(1) I am very Satisfied	22 11.7	125 9.2	0 0.0	56 10.3	49 20.7	125 10.1
(2) I am Satisfied.	124 66.0	883 65.1	9 52.9	314 57.7	139 58.6	740 60.0
(3) I am UNsatisfied.	27 14.4	271 20.0	7 41.2	126 23.2	36 15.2	267 21.6
(4) I am very UNsatisfied . . .	10 5.3	47 3.5	1 5.9	25 4.6	8 3.4	74 6.0
12. After graduating from high school, I plan to: (Check only one) Omit. . . .	4 2.1	24 1.8	0 0.0	11 2.0	4 1.7	27 2.2
(1) go to work.	50 26.6	91 6.7	4 23.5	99 18.2	14 5.9	168 13.6
(2) go to school.	55 29.3	670 49.4	4 23.5	175 32.2	105 44.3	411 33.3
(3) work and attend school. . .	71 37.8	541 39.9	7 41.2	244 44.9	104 43.9	460 37.3
(4) go into the military. . . .	7 3.7	35 2.6	1 5.9	15 2.8	9 3.8	169 13.7
(5) other	1 0.5	1 0.1	1 5.9	2 0.4	1 0.4	6 0.5
13. What type of school are you planning to attend following high school graduation? Omit. . . .	50 26.6	119 8.8	5 29.4	100 18.4	18 7.6	267 21.6
(1) a vocational-technical school diploma program one-year or less.	26 13.8	64 4.7	1 5.9	62 11.4	9 3.8	119 9.6
(2) a vocational-technical school two-year associate degree program	45 23.9	313 23.1	8 47.1	173 31.8	59 24.9	389 31.5
(3) a two-year UW-Center program	13 6.9	115 8.5	0 0.0	40 7.4	24 10.1	54 4.4
(4) a four-year university system or college	52 27.7	740 54.6	1 5.9	155 28.5	125 52.7	316 25.6
(5) an apprenticeship program .	2 1.1	4 0.3	1 5.9	0 0.0	1 0.4	40 3.2
(6) an in-service or on-the-job training program.	2 1.1	10 0.7	0 0.0	12 2.2	3 1.3	22 1.8
(7) military service.	3 1.6	20 1.5	0 0.0	11 2.0	5 2.1	61 4.9
(8) private school program. . .	2 1.1	32 2.4	0 0.0	10 1.8	4 1.7	30 2.4
(9) Other	5 2.7	19 1.4	1 5.9	20 3.7	6 2.5	24 1.9
14. What job do you plan to enter after high school? Omit. . . .	31 16.5	254 18.7	0 0.0	88 16.2	51 21.5	177 14.3
(1) Not sure of job choice at this time	62 33.0	557 41.1	7 41.2	256 47.1	89 37.6	429 34.8
(2) I am planning on entering the following job(s) or career(s)	95 50.5	545 40.2	10 58.8	200 36.8	97 40.9	628 50.9

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Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . . .	40 21.3	484 35.7	4 23.5	194 35.7	79 33.3	312 25.3
(1) Yes	93 49.5	491 36.2	10 58.8	194 35.7	83 35.0	577 46.8
(2) Somewhat.	46 24.5	315 23.2	3 17.6	115 21.1	60 25.3	287 23.3
(3) No.	4 2.1	24 1.8	0 0.0	21 3.9	8 3.4	27 2.2
(4) I do not have a job goal at this time.	5 2.7	42 3.1	0 0.0	20 3.7	7 3.0	31 2.5
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . . .	42 22.3	462 34.1	4 23.5	185 34.0	72 30.4	313 25.4
(1) Yes	112 59.6	697 51.4	8 47.1	237 43.6	115 48.5	623 50.5
(2) No.	30 16.0	165 12.2	3 17.6	99 18.2	46 19.4	259 21.0
(3) I do not have a planned career/school	4 2.1	32 2.4	2 11.8	23 4.2	4 1.7	39 3.2

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *Mean* *StD* *N*	*BE* *Mean* *StD* *N*	*HO* *Mean* *StD* *N*	*HE* *Mean* *StD* *N*	*ME* *Mean* *StD* *N*	*TE* *Mean* *StD* *N*
17-28: In general, how adequate is the career planning assistance and information you receive at your high school?							
17. Determining my skills, interests, and abilities. . . .		3.172 0.914 186	3.305 0.854 1343	3.250 0.856 16	3.231 0.881 529	3.292 0.804 233	3.295 0.906 1208
18. Opportunity to hear speakers from the world of work.		2.908 1.090 184	2.773 1.091 1340	3.313 0.873 16	2.779 1.092 525	3.069 1.122 232	2.817 1.070 1199
19. Presentation of role models in nontraditional areas.		2.652 1.028 187	2.450 1.029 1336	3.188 1.047 16	2.574 1.122 526	2.623 0.961 231	2.633 1.056 1203
20. New and/or future-oriented occupations		2.909 0.985 186	2.874 0.930 1332	2.938 0.772 16	2.864 0.954 523	2.926 0.966 230	3.045 0.930 1184
21. Jobs held by primarily males or primarily females		3.049 0.868 185	2.897 0.895 1324	3.000 0.894 16	2.927 0.930 518	2.960 0.930 226	3.026 0.901 1172
22. Occupations which have local job opportunities		3.158 0.982 184	3.049 0.971 1318	3.313 1.138 16	3.027 0.994 521	3.044 0.983 228	3.140 0.965 1179
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement .		3.005 0.941 185	2.817 0.983 1331	2.875 1.204 16	2.781 1.058 524	2.904 0.948 230	2.965 0.988 1190
24. Post-high school vocational educational opportunities related to my career goal . . .		3.255 1.016 184	3.219 0.986 1332	2.813 0.981 16	3.088 1.038 523	3.250 0.999 228	3.296 0.976 1187

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Table D1
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Student Questionnaire

Item Statement	*Rating Scale 5 = More than Adequate 3 = Adequate 1 = Not Adequate*	*AG Mean StD N*	*BE Mean StD N*	*HO Mean StD N*	*HE Mean StD N*	*ME Mean StD N*	*TE Mean StD N*
25.	Job alternatives related to my career goal	3.108 0.978 185	3.107 1.026 1330	2.875 0.885 16	3.098 1.010 519	3.049 1.036 223	3.151 0.973 1179
26.	How to find a job/how to apply for a job	3.263 1.024 186	3.259 1.108 1332	3.188 1.167 16	3.253 1.111 522	3.687 1.138 227	3.199 1.082 1188
27.	How to start a business	2.672 1.073 186	2.627 1.065 1335	2.188 0.911 16	2.585 1.061 520	3.026 1.134 231	2.670 1.069 1185
28.	How our economic system operates.	2.909 0.951 186	3.071 1.025 1333	2.813 0.834 16	2.865 1.074 526	3.222 1.032 230	3.042 0.986 1195

29-39: During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

		AG	BE	HO	HE	ME	TE
29.	Instructors: vocational. . . .	3.503 1.162 185	2.974 1.144 1310	3.357 1.216 14	2.973 1.233 518	3.254 1.081 224	3.406 1.192 1184
30.	Instructors: academic.	3.130 1.040 185	3.260 1.091 1328	2.500 0.855 14	3.043 1.153 510	3.293 0.965 225	3.103 1.116 1177
31.	Instructors: technical school.	2.803 1.189 178	2.573 1.127 1276	3.000 1.109 14	2.667 1.205 505	2.605 1.091 220	3.164 1.213 1162
32.	Counselors (guidance staff) . .	3.251 1.212 187	3.446 1.182 1326	3.438 0.964 16	3.513 1.226 520	3.316 1.223 228	3.281 1.253 1188
33.	Friends/Classmates.	3.495 0.941 184	3.570 1.054 1335	3.200 1.146 15	3.637 1.148 520	3.476 1.028 229	3.439 1.075 1195
34.	Parents	3.599 1.100 187	3.766 1.085 1339	3.813 1.276 16	3.741 1.145 526	3.567 1.181 231	3.581 1.117 1194
35.	Relatives	3.176 1.157 187	3.152 1.185 1335	3.625 1.360 16	3.250 1.260 524	3.013 1.196 228	3.113 1.213 1185
36.	Employers	3.011 1.198 182	2.832 1.270 1324	2.933 1.223 15	2.856 1.277 522	2.913 1.227 231	2.931 1.244 1181
37.	Job Service	2.210 1.145 181	2.129 1.149 1298	2.467 1.246 15	2.349 1.266 510	2.256 1.216 223	2.234 1.192 1163
38.	Newspapers/magazines/ television.	2.768 1.149 185	2.794 1.163 1314	3.067 1.163 15	2.762 1.231 505	2.780 1.135 227	2.741 1.198 1181
39.	Other	4.375 0.916 8	4.404 0.925 47	5.000 0.000 1	4.750 0.577 16	4.500 0.756 8	4.567 0.817 30

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Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
40. If you did not take a vocational course this year, what was your reason? Omit.	138	875	9	321	168	876
	73.4	64.5	52.9	59.0	70.9	71.0
(1) Vocational courses related to my career interests were not available.	18	172	3	95	26	142
	9.6	12.7	17.6	17.5	11.0	11.5
(2) Could not fit into my schedule because of required courses.	26	172	5	84	27	146
	13.8	12.7	29.4	15.4	11.4	11.8
(3) Vocational courses were not available when I had an open period in my schedule.	9	75	1	33	11	55
	4.8	5.5	5.9	6.1	4.6	4.5
(4) My parents did not want me to take vocational courses.	2	10	1	7	0	15
	1.1	0.7	5.9	1.3	0.0	1.2
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	14	102	2	64	15	76
	7.4	7.5	11.8	11.8	6.3	6.2
(6) I could not get into the vocational courses I wanted because I did not have the pre-requisite courses completed	5	23	0	13	4	29
	2.7	1.7	0.0	2.4	1.7	2.4
(7) My counselor discouraged me from enrolling.	2	8	0	9	1	19
	1.1	0.6	0.0	1.7	0.4	1.5
(8) My friends discouraged me from enrolling.	1	12	2	6	1	10
	0.5	0.9	11.8	1.1	0.4	0.8
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans.	8	154	1	58	15	66
	4.3	11.4	5.9	10.7	6.3	5.3

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Item Statement	H N %	DL N %	DO N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit. . .	23 2.7	6 3.7	41 1.9
(1) Agriculture	152 17.5	12 7.4	320 14.5
(2) Business Education.	230 26.5	55 34.0	820 37.2
(3) Health Occupations.	91 10.5	13 8.0	225 10.2
(4) Home Economics.	265 30.6	42 25.9	787 35.7
(5) Marketing Education	24 2.8	14 8.6	127 5.8
(6) Technology Education.	266 30.7	33 20.4	657 29.8
(7) Industrial Education.	207 23.9	25 15.4	488 22.2
(8) None of the above	199 23.0	48 29.6	406 18.4
8. The program where my main career interests lie is: (Check only one) Omit. . .	98 11.3	26 16.0	237 10.8
(1) Agriculture	72 8.3	5 3.1	149 6.8
(2) Business Education.	103 11.9	34 21.0	405 18.4
(3) Health Occupations.	37 4.3	11 6.8	164 7.4
(4) Home Economics.	90 10.4	9 5.6	146 6.6
(5) Marketing Education	22 2.5	11 6.8	77 3.5
(6) Technology Education.	191 22.0	39 24.1	398 18.1
(7) Industrial Education.	108 12.5	13 8.0	248 11.3
(8) Other	213 24.6	31 19.1	554 25.1
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	18 2.1	3 1.9	30 1.4
(1) Yes	333 38.4	37 22.8	909 41.3
(2) Not sure.	347 40.0	81 50.0	824 37.4
(3) No.	169 19.5	41 25.3	440 20.0
10. This is how I feel about the overall education I am receiving at present. Omit. . .	24 2.8	3 1.9	26 1.2
(1) I am very Satisfied	113 13.0	15 9.3	169 7.7
(2) I am Satisfied.	582 67.1	107 66.0	1635 74.2
(3) I am UNsatisfied.	96 11.1	30 18.5	292 13.3
(4) I am very UNsatisfied,.	52 6.0	7 4.3	81 3.7

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Student Questionnaire

Item Statement	H N %	DL N %	DO N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	50 5.8	12 7.4	137 6.2
(1) I am very Satisfied	117 13.5	10 6.2	182 8.3
(2) I am Satisfied.	510 58.8	94 58.0	1262 57.3
(3) I am UNsatisfied.	129 14.9	33 20.4	484 22.0
(4) I am very UNsatisfied	61 7.0	13 8.0	138 6.3
12. After graduating from high school, I plan to: (Check only one) Omit. . .	40 4.6	3 1.9	81 3.7
(1) Go to work.	267 30.8	11 6.8	403 18.3
(2) Go on to school	205 23.6	90 55.6	673 30.5
(3) Work and attend school.	249 28.7	46 28.4	835 37.9
(4) Go into the military.	102 11.8	11 6.8	215 9.8
(5) Other	13 1.5	2 1.2	12 0.5
13. What type of school are you planning to attend following high school graduation? Omit. . .	294 33.9	10 6.2	532 24.1
(1) A vocational-technical school diploma program one-year or less.	112 12.9	14 8.6	226 10.3
(2) A vocational-technical school two-year associate degree program.	193 22.3	35 21.6	521 23.6
(3) A two-year UW-Center program.	32 3.7	11 6.8	110 5.0
(4) A four-year university system or college program	127 14.6	87 53.7	651 29.6
(5) An apprenticeship program	10 1.2	4 2.5	25 1.1
(6) An in-service or on-the-job training program.	25 2.9	4 2.5	68 3.1
(7) Military service.	45 5.2	7 4.3	85 3.9
(8) Private school program.	13 1.5	2 1.2	33 1.5
(9) Other	52 6.0	5 3.1	71 3.2
14. What job do you plan to enter after high school? Omit. . .	106 12.2	37 22.8	294 13.3
(1) Not sure of job choice at this time	413 47.6	86 53.1	1081 49.1
(2) I am planning on entering the following job(s) or career(s):	348 40.1	39 24.1	828 37.6

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Student Questionnaire

Item Statement	H N %	DL N %	DO N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	211 24.3	50 30.9	716 32.5
(1) Yes	302 34.8	49 30.2	692 31.4
(2) Somewhat.	242 27.9	43 26.5	591 26.8
(3) No.	64 7.4	5 3.1	91 4.1
(4) I do not have a job goal at this time	48 5.5	15 9.3	113 5.1
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	216 24.9	45 27.8	702 31.9
(1) Yes	386 44.5	69 42.6	895 40.6
(2) No.	198 22.8	33 20.4	485 22.0
(3) I do not have a planned career/school	67 7.7	15 9.3	121 5.5

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.129 0.962 819	3.063 0.936 143	3.155 0.901 2145
18. Opportunity to hear speakers from the world of work		2.725 1.186 810	2.923 1.062 143	2.749 1.104 2132
19. Presentation of role models in nontraditional areas		2.593 1.179 808	2.576 1.088 144	2.551 1.092 2129
20. New and/or future-oriented occupations.		2.811 1.051 798	2.704 0.898 142	2.813 0.965 2104
21. Jobs held by primarily males or primarily females		2.907 1.050 794	2.754 0.947 142	2.909 0.959 2088
22. Occupations which have local job opportunities. .		3.014 1.125 788	2.915 1.000 142	3.009 0.980 2101
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.721 1.086 799	2.638 0.905 141	2.770 1.015 2113
24. Post-high school vocational education opportunities related to my career goal		3.068 1.168 800	2.923 1.105 142	3.083 1.034 2095

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
25. Job alternatives related to my career goal. . . .		3.047 1.145 787	2.923 1.079 142	3.026 1.012 2109
26. How to find a job/how to apply for a job.		3.245 1.226 799	3.000 1.157 140	3.145 1.115 2113
27. How to start a business		2.589 1.237 796	2.511 1.125 139	2.589 1.102 2112
28. How our economic system operates.		2.773 1.130 802	2.634 1.062 142	2.869 1.036 2114

29-39 During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

Item Statement	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
29. Instructors: vocational.	3.030 1.306 787	2.702 1.087 141	2.945 1.233 2088
30. Instructors: academic.	2.916 1.227 783	2.780 1.166 141	2.916 1.134 2073
31. Instructors: technical school.	2.753 1.341 764	2.582 1.099 134	2.699 1.218 2043
32. Counselors (guidance staff)	3.025 1.313 787	3.043 1.241 141	3.214 1.220 2079
33. Friends/classmates.	3.462 1.237 796	3.427 1.129 143	3.454 1.174 2097
34. Parents	3.569 1.294 803	3.486 1.200 144	3.575 1.191 2106
35. Relatives	3.194 1.347 792	3.135 1.238 141	3.129 1.257 2090
36. Employers	2.932 1.415 784	2.669 1.207 142	2.758 1.283 2065
37. Job Service	2.580 1.331 771	2.457 1.095 140	2.340 1.223 2039
38. Newspapers/magazines/television	2.733 1.331 772	2.725 1.093 138	2.821 1.222 2062
39. Other (please list)	4.406 0.837 32	4.600 0.894 5	4.386 0.921 57

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Item Statement	*H* *N* *%*	*DL* *N* *%*	*DO* *N* *%*
40. If you did not take a vocational course this year, what was your reason? (Check all that apply) Omit . . .	516 59.5	82 50.6	1306 59.3
(1) Vocational courses related to my career interests were not available.	103 11.9	25 15.4	277 12.6
(2) Could not fit into my schedule because of required courses.	160 18.5	35 21.6	419 19.0
(3) Vocational courses were not available when I had an open period in my schedule	56 6.5	19 11.7	141 6.4
(4) My parents did not want me to take vocational courses.	21 2.4	2 1.2	42 1.9
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	117 13.5	29 17.9	252 11.4
(6) I could not get into the vocational courses I wanted because I did not have the pre-requisite courses completed	34 3.9	6 3.7	75 3.4
(7) My counselor discouraged me from enrolling. .	18 2.1	3 1.9	26 1.2
(8) My friends discouraged me from enrolling. . .	22 2.5	3 1.9	42 1.9
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	56 6.5	20 12.3	185 8.4

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Item Statement	AIN	API	BNH	HIS	WNH
	N	N	N	N	N
	%	%	%	%	%
7. I have taken courses in the following vocational programs. (Check all that apply) Omit. . .	2	9	9	5	421
	0.6	3.0	5.1	2.4	2.2
(1) Agriculture.	12	3	6	9	1891
	3.5	1.0	3.4	4.3	10.0
(2) Business Education	86	87	53	47	7110
	25.0	29.2	30.1	22.5	37.5
(3) Health Occupations	40	20	16	23	1610
	11.6	6.7	9.1	11.0	8.5
(4) Home Economics	111	64	62	51	5156
	32.3	21.5	35.2	24.4	27.2
(5) Marketing Education.	19	33	17	18	1492
	5.5	11.1	9.7	8.6	7.9
(6) Technology Education	67	68	26	55	5107
	19.5	22.8	14.8	26.3	27.0
(7) Industrial Education	87	20	12	22	3365
	25.3	6.7	6.8	10.5	17.8
(8) None of the above.	91	105	57	72	4629
	26.5	35.2	32.4	34.4	24.4
8. The program where my main career interests lie is: (Check only one) Omit. . .	44	31	20	28	1689
	12.8	10.4	11.4	13.4	8.9
(1) Agriculture.	6	6	0	4	844
	1.7	2.0	0.0	1.9	4.5
(2) Business Education	57	70	68	41	4119
	16.6	23.5	38.6	19.6	21.7
(3) Health Occupations	26	37	19	14	1886
	7.6	12.4	10.8	6.7	10.0
(4) Home Economics	13	7	8	7	690
	3.8	2.3	4.5	3.3	3.6
(5) Marketing Education.	8	22	10	13	845
	2.3	7.4	5.7	6.2	4.5
(6) Technology Education	60	63	19	40	2929
	17.4	21.1	10.8	19.1	15.5
(7) Industrial Education	36	12	5	9	1393
	10.5	4.0	2.8	4.3	7.4
(8) Other.	111	70	35	60	5670
	32.3	23.5	19.9	28.7	29.9
9. I have filled out a questionnaire or survey about my occupational/ career interests, needs and abilities: Omit. . .	5	10	4	4	258
	1.5	3.4	2.3	1.9	1.4
(1) Yes.	132	95	73	81	8533
	38.4	31.9	41.5	38.8	45.1
(2) Not sure	140	124	57	92	6916
	40.7	41.6	32.4	44.0	36.5
(3) No	67	69	42	32	3233
	19.5	23.2	23.9	15.3	17.1
10. This is how I feel about the overall education I am receiving at present. Omit. . .	3	9	3	6	111
	0.9	3.0	1.7	2.9	0.6
(1) I am very Satisfied.	28	50	25	24	2074
	8.1	16.8	14.2	11.5	11.0
(2) I am Satisfied	250	204	116	146	14746
	72.7	68.5	65.9	69.9	77.9
(3) I am UNsatisfied	48	30	26	26	1661
	14.0	10.1	14.8	12.4	8.8
(4) I am very UNsatisfied.	15	5	6	7	348
	4.4	1.7	3.4	3.3	1.8

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Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	15 4.4	45 15.1	42 23.9	27 12.9	1012 5.3
(1) I am very Satisfied.	23 6.7	24 8.1	12 6.8	11 5.3	1213 6.4
(2) I am Satisfied	182 52.9	168 56.4	73 41.5	111 53.1	11503 60.7
(3) I am UNsatisfied	103 29.9	47 15.8	39 22.2	53 25.4	4319 22.8
(4) I am very UNsatisfied.	21 6.1	14 4.7	10 5.7	7 3.3	893 4.7
12. After graduating from high school, I plan to: (Check only one) Omit. . .	10 2.9	17 5.7	3 1.7	9 4.3	429 2.3
(1) go to work	46 13.4	18 6.0	11 6.3	20 9.6	1649 8.7
(2) go to school	126 36.6	194 65.1	92 52.3	111 53.1	9113 48.1
(3) work and attend school	96 27.9	59 19.8	62 35.2	56 26.8	6640 35.1
(4) go into the military	67 19.5	11 3.7	9 5.1	11 5.3	1167 6.2
(5) other.	4 1.2	1 0.3	0 0.0	2 1.0	60 0.3
13. What type of school are you planning to attend following high school graduation? Omit. . .	92 26.7	23 7.7	18 10.2	23 11.0	2447 12.9
(1) a vocational-technical school diploma program one-year or less	25 7.3	16 5.4	6 3.4	9 4.3	970 5.1
(2) a vocational-technical school two-year associate degree program.	59 17.2	36 12.1	16 9.1	22 10.5	3102 16.4
(3) a two-year UW-Center program .	14 4.1	11 3.7	4 2.3	17 8.1	1074 5.7
(4) a four-year university system or college	119 34.6	200 67.1	124 70.5	129 61.7	10512 55.5
(5) an apprenticeship program. . .	2 0.6	0 0.0	0 0.0	7 3.3	199 1.1
(6) an in-service or on-the-job training program	5 1.5	13 4.4	2 1.1	7 3.3	299 1.6
(7) military service	31 9.0	5 1.7	7 4.0	3 1.4	520 2.7
(8) private school program	3 0.9	2 0.7	0 0.0	6 2.9	324 1.7
(9) Other.	6 1.7	4 1.3	5 2.8	5 2.4	487 2.6
14. What job do you plan to enter after high school? Omit. . .	19 5.5	73 24.5	41 23.3	42 20.1	3403 18.0
(1) Not sure of job choice at this time.	187 54.4	154 51.7	78 44.3	108 51.7	8123 42.9
(2) I am planning on entering the following job(s) or careers(s)	138 40.1	71 23.8	57 32.4	59 28.2	7414 39.1

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Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . . .	154 44.8	118 39.6	40 22.7	61 29.2	6223 32.9
(1) Yes.	77 22.4	58 19.5	57 32.4	58 27.8	5523 29.2
(2) Somewhat	91 26.5	73 24.5	60 34.1	56 26.8	5671 29.9
(3) No	7 2.0	14 4.7	9 5.1	13 6.2	727 3.8
(4) I do not have a job goal at this time.	15 4.4	35 11.7	10 5.7	21 10.0	796 4.2
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	156 45.3	115 38.6	37 21.0	58 27.8	6022 31.8
(1) Yes.	96 27.9	114 38.3	73 41.5	93 44.5	8683 45.8
(2) No	73 21.2	39 13.1	50 28.4	43 20.6	3282 17.3
(3) I do not have a planned career/school.	19 5.5	29 9.7	16 9.1	15 7.2	953 5.0

Item Statement	Rating Scale 5 = More than Adequate 3 = Adequate 1 = Not Adequate	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
17-28: In general, how adequate is the career planning assistance and information you receive at your high school?						
17. Determining my skills, interest and abilities.		3.219 0.888 338	3.137 0.911 271	3.148 0.973 162	3.117 0.991 197	3.217 0.890 18512
18. Opportunity to hear speakers from the world of work		2.831 1.108 338	2.763 1.109 270	2.800 1.207 160	2.709 1.099 199	2.688 1.090 18484
19. Presentation of role models in nontraditional areas		2.493 1.108 339	2.496 1.068 264	2.590 1.212 156	2.460 1.084 200	2.484 1.049 18385
20. New and/or future oriented occupations.		2.740 0.969 331	2.762 1.027 260	2.796 1.042 157	2.889 1.006 198	2.840 0.963 18242
21. Jobs held by primarily males or primarily females.		2.829 0.942 328	2.721 0.921 258	2.662 1.101 157	2.797 0.941 192	2.871 0.935 18099
22. Occupations which have local job opportunities.		2.903 0.983 329	2.802 1.070 263	2.817 1.091 153	2.776 0.985 192	2.997 1.001 18068
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement .		2.636 0.987 327	2.468 0.987 263	2.776 1.156 156	2.687 0.995 195	2.763 0.997 18230
24. Post-high school vocational educational opportunities related to my career goal.		3.070 1.045 330	3.068 1.119 265	2.917 1.171 157	3.010 1.071 198	3.050 1.052 18224

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Item Statement	Rating Scale 5 = More than Adequate 3 = Adequate 1 = Not Adequate	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
25. Job alternatives related to my career goal.		3.075	2.966	3.032	3.015	2.997
		1.059	1.110	1.163	1.047	1.039
		332	263	154	197	18181
26. How to find a job/how to apply for a job.		3.118	3.026	2.903	3.072	3.055
		1.036	1.186	1.251	1.099	1.118
		331	266	154	194	18243
27. How to start a business.		2.498	2.658	2.604	2.569	2.485
		1.028	1.190	1.302	1.116	1.074
		331	263	159	195	18196
28. How our economic system operates		2.734	2.878	2.829	2.745	2.894
		1.024	1.081	1.222	1.094	1.046
		334	263	158	196	18291
29-39: During my high school career I have received help in studying and planning a career from the following sources: Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful						
29. Instructors: vocational		2.927	2.779	2.635	2.639	2.844
		1.229	1.215	1.341	1.183	1.208
		331	262	148	191	17817
30. Instructors: academic		3.039	3.200	3.173	2.807	3.137
		1.167	1.148	1.214	1.223	1.152
		333	260	150	192	18043
31. Instructors: technical school . .		2.789	2.548	2.418	2.521	2.555
		1.207	1.172	1.231	1.208	1.177
		322	250	141	188	17341
32. Counselors (guidance staff). . . .		3.267	3.190	3.027	2.918	3.226
		1.194	1.343	1.389	1.306	1.248
		333	263	146	196	18095
33. Friends/Classmates		3.512	3.360	3.329	3.272	3.462
		1.130	1.133	1.287	1.155	1.127
		336	267	146	195	18241
34. Parents.		3.807	3.413	3.993	3.434	3.740
		1.137	1.279	1.205	1.281	1.123
		337	264	149	196	18322
35. Relatives.		3.411	3.030	3.520	3.110	3.173
		1.211	1.220	1.358	1.241	1.231
		336	264	148	191	18210
36. Employers.		2.827	2.356	2.607	2.484	2.662
		1.188	1.247	1.463	1.181	1.256
		323	250	140	190	17802
37. Job Service.		2.467	2.273	2.507	2.184	2.202
		1.148	1.234	1.389	1.114	1.164
		323	249	138	190	17505
38. Newspapers/magazines/television. .		2.861	2.868	3.088	2.624	2.859
		1.179	1.240	1.385	1.171	1.187
		330	257	137	186	17931
39. Other.		4.500	4.909	5.000	4.385	4.432
		1.000	1.640	0.000	1.193	0.918
		12	11	2	13	600

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Table D1
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Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. If you did not take a vocational course this year, what was your reason? Omit. . .	168	122	97	100	10152
	48.8	40.9	55.1	47.8	53.6
(1) Vocational courses related to my career interests were not available.	49	44	34	37	2780
	14.2	14.8	19.3	17.7	14.7
(2) Could not fit into my schedule because of required courses. .	91	84	35	47	4249
	26.5	28.2	19.9	22.5	22.4
(3) Vocational courses were not available when I had an open period in my schedule.	29	38	5	25	1069
	8.4	12.8	2.8	12.0	5.6
(4) My parents did not want me to take vocational courses. . . .	1	9	5	3	276
	0.3	3.0	2.8	1.4	1.5
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses. .	37	58	12	33	1890
	10.8	19.5	6.8	15.8	10.0
(6) I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed.	11	18	5	6	479
	3.2	6.0	2.8	2.9	2.5
(7) My counselor discouraged me from enrolling	5	6	4	7	187
	1.5	2.0	2.3	3.3	1.0
(8) My friends discouraged me from enrolling.	7	3	1	5	276
	2.0	1.0	0.6	2.4	1.5
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and and future plans	39	31	19	36	2734
	11.3	10.4	10.8	17.2	14.4

Standard Deviation
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

D3

Student Questionnaire - Middle/Junior High

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Table D3
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Middle/Junior High School Student Questionnaire

		Total	
Item Statement		N	%
1. Special Needs Students:	Omit. . .	9544	91.6
(1) Handicapped (H)		263	2.5
(2) Disadvantaged - Limited English Proficient (DL)		79	0.8
(3) Disadvantaged - Other (DO).		536	5.1
2. Ethnic Group:	Omit. . .	509	4.9
(1) American Indian or Alaskan Native (AIN) . . .		235	2.3
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin).		296	2.8
(3) Black (BNH) (Not of Hispanic Origin).		55	0.5
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture).		102	1.0
(5) White (WNH) (Not of Hispanic Origin).		9225	88.5
3. I am:	Omit. . .	4	0.0
(1) Male.		5406	51.9
(2) Female.		5012	48.1
4. The grade I am in is:	Omit. . .	9	0.1
(1) 6th grade.		420	4.0
(2) 7th grade.		3067	29.4
(3) 8th grade.		3845	36.9
(4) 9th grade.		3081	29.6

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Table D3
Page D3.A1
Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
4. The grade I am in is: Omit. . . .	9	3	6
	0.1	0.1	0.1
(1) 6th grade	420	216	204
	4.0	4.0	4.1
(2) 7th grade	3067	1602	1464
	29.4	29.6	29.2
(3) 8th grade	3845	1929	1915
	36.9	35.7	38.2
(4) 9th grade	3081	1656	1423
	29.6	30.6	28.4
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. . . .	107	61	44
	1.0	1.1	0.9
(1) Agriculture.	506	306	199
	4.9	5.7	4.0
(2) Business Education	1527	724	802
	14.7	13.4	16.0
(3) Health Occupations	885	469	415
	8.5	8.7	8.3
(4) Family and Consumer Education.	6710	3255	3455
	64.4	60.2	68.9
(5) Marketing Education.	192	115	77
	1.8	2.1	1.5
(6) Technology/Industrial Education.	6570	3527	3042
	63.0	65.2	60.7
(7) None of the above.	1735	908	826
	16.6	16.8	16.5
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . . .	98	50	47
	0.9	0.9	0.9
(1) Yes	2886	1437	1447
	27.7	26.6	28.9
(2) Not sure.	4418	2380	2037
	42.4	44.0	40.6
(3) No.	3020	1539	1481
	29.0	28.5	29.5
7. Have you discussed selecting a career or job in any of your classes? Omit. . . .	45	23	22
	0.4	0.4	0.4
(1) Yes - several times	3725	1930	1793
	35.7	35.7	35.8
(2) Yes - once.	2721	1336	1385
	26.1	24.7	27.6
(3) No.	2268	1264	1004
	21.8	23.4	20.0
(4) Not sure.	1663	853	808
	16.0	15.8	16.1

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Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
8. How much have you thought about the work you will do when you complete school? Omit. . . .	46	26	18
	0.4	0.5	0.4
(1) I have selected a career.	2386	1153	12[illegible]2
	22.9	21.3	24.6
(2) Considerable - I have collected information and thought about it several times. . . .	2987	1489	1498
	28.7	27.5	29.9
(3) Some.	3284	1706	1578
	31.5	31.6	31.5
(4) A little.	1297	748	548
	12.4	13.8	10.9
(5) I have not thought about a career choice.	435	286	149
	4.2	5.3	3.0
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. . . .	45	29	16
	0.4	0.5	0.3
(1) Yes	2722	1603	1118
	26.1	29.7	22.3
(2) Somewhat.	6010	2946	3062
	57.7	54.5	61.1
(3) No.	1645	828	816
	15.8	15.3	16.3
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. . . .	72	47	25
	0.7	0.9	0.5
(1) Yes - usually	815	519	294
	7.8	9.6	5.9
(2) Sometimes	3455	1767	1687
	33.2	32.7	33.7
(3) Not very often.	4167	2094	2072
	40.0	38.7	41.3
(4) Never	1913	979	934
	18.4	18.1	18.6
11. Are you aware of the vocational education courses in your local high school? Omit. . . .	64	33	30
	0.6	0.6	0.6
(1) Yes	3468	1780	1687
	33.3	32.9	33.7
(2) Somewhat.	3998	1994	2003
	38.4	36.9	40.0
(3) No.	2892	1599	1292
	27.7	29.6	25.8
12. Do you take field trips in your classes that help you learn about different jobs? Omit. . . .	43	25	18
	0.4	0.5	0.4
(1) Yes - frequently.	344	195	149
	3.3	3.6	3.0
(2) Yes - sometimes	2669	1283	1384
	25.6	23.7	27.6
(3) Seldom.	3902	2034	1867
	37.4	37.6	37.3
(4) Never	3464	1869	1594
	33.2	34.6	31.8

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Table D3
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Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
13. Are you able to fit vocational courses into your class schedule? Omit. . . .	171	90	80
	1.6	1.7	1.6
(1) Yes, most of the time	2669	1395	1273
	25.6	25.8	25.4
(2) Yes, some of the time	3600	1776	1824
	34.5	32.9	36.4
(3) Seldom.	2428	1238	1188
	23.3	22.9	23.7
(4) Never	1554	907	647
	14.9	16.8	12.9
14. Are you satisfied with your school's present course offerings? Omit. . . .	71	46	25
	0.7	0.9	0.5
(1) Very satisfied.	775	449	326
	7.4	8.3	6.5
(2) Satisfied	7349	3551	3797
	70.5	65.7	75.8
(3) Unsatisfied	1672	970	701
	16.0	17.9	14.0
(4) Very unsatisfied.	555	390	163
	5.3	7.2	3.3
15. Do your math teachers show how math can be used in a variety of jobs? Omit. . . .	40	24	16
	0.4	0.4	0.3
(1) Frequently.	2757	1551	1205
	26.5	28.7	24.0
(2) Sometimes	4183	2042	2140
	40.1	37.8	42.7
(3) Seldom.	2263	1162	1100
	21.7	21.5	21.9
(4) Never	1179	627	551
	11.3	11.6	11.0
16. Do your science teachers show how science can be used in a variety of jobs? Omit. . . .	58	36	22
	0.6	0.7	0.4
(1) Frequently.	2073	1173	898
	19.9	21.7	17.9
(2) Sometimes	4502	2304	2198
	43.2	42.6	43.9
(3) Seldom.	2728	1342	1385
	26.2	24.8	27.6
(4) Never	1061	551	509
	10.2	10.2	10.2
17. Do your English teachers show how English can be used in a variety of jobs? Omit. . . .	37	21	16
	0.4	0.4	0.3
(1) Frequently.	1643	834	808
	15.8	15.4	16.1
(2) Sometimes	3946	1900	2045
	37.9	35.1	40.8
(3) Seldom.	3151	1687	1463
	30.2	31.2	29.2
(4) Never	1645	964	680
	15.8	17.8	13.6

	Total N %	Male N %	Female N %
18. Is there enough up-to-date equipment in your classrooms? Omit. . . .	42 0.4	25 0.5	17 0.3
(1) Yes	5176 49.7	2671 49.4	2505 50.0
(2) No.	2110 20.2	1315 24.3	794 15.8
(3) Do not know	3092 29.7	1393 25.8	1696 33.8

I have received career planning assistance in the following areas:	Total Mean StD N	Male Mean StD N	Female Mean StD N
19. Discovering my skills, interests, and abilities	3.259 1.008 10323	3.243 1.013 5341	3.277 1.002 4978
20. Opportunity to hear speakers from the world of work	2.644 1.160 10337	2.631 1.156 5351	2.657 1.164 4982
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses). .	2.351 1.182 10265	2.306 1.174 5317	2.399 1.189 4944
22. New and/or future-oriented occupations. . . .	2.646 1.135 10226	2.724 1.151 5289	2.562 1.110 4934
23. Jobs held by primarily males or primarily females	2.706 1.147 10209	2.757 1.145 5285	2.652 1.147 4921
24. Occupations which have local job opportunities	2.908 1.175 10190	2.932 1.185 5286	2.882 1.163 4901
25. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement	2.600 1.172 10230	2.650 1.183 5309	2.547 1.159 4918
26. Post-high school vocational education opportunities related to my career goal . . .	2.732 1.253 10181	2.754 1.253 5296	2.709 1.253 4882
27. Job alternatives related to my career goal. .	2.814 1.209 10185	2.832 1.204 5281	2.795 1.215 4901
28. How to find a job/how to apply for a job. . .	2.844 1.330 10224	2.877 1.331 5298	2.810 1.329 4923
29. How to start a business	2.147 1.193 10227	2.211 1.215 5305	2.078 1.166 4919
30. How our economic system operates.	2.586 1.191 10254	2.687 1.205 5310	2.477 1.168 4941

Table D3
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Middle/Junior High School Student Questionnaire

I have received help in studying and planning a career from the following sources:	Total Mean StD N	Male Mean StD N	Female Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	2.982 1.251 10267	3.004 1.249 5326	2.958 1.253 4938
32. Instructors: academic (English, math, science, history, etc.)	3.236 1.235 10239	3.207 1.239 5302	3.267 1.230 4934
33. Counselors (guidance staff)	2.749 1.310 10233	2.699 1.307 5299	2.803 1.312 4931
34. Friends/classmates.	3.238 1.314 10248	3.123 1.328 5315	3.363 1.288 4930
35. Parents	3.751 1.195 10281	3.704 1.214 5327	3.801 1.173 4951
36. Relatives	3.075 1.304 10263	3.044 1.310 5319	3.107 1.298 4941
37. Employers	2.236 1.239 10048	2.305 1.257 5221	2.160 1.215 4824
38. Newspapers/magazines/television	2.976 1.257 10153	2.988 1.278 5270	2.961 1.233 4880
39. Other (please list)	4.056 1.185 763	4.052 1.206 424	4.062 1.161 339

	Total N %	Male N %	Female N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. . . .	505 4.8	267 4.9	237 4.7
(1) Yes	2964 28.4	1618 29.9	1344 26.8
(2) No.	6953 66.7	3521 65.1	3431 68.5
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. . . .	282 2.7	155 2.9	126 2.5
(1) Yes	4970 47.7	2528 46.8	2440 48.7
(2) No.	5170 49.6	2723 50.4	2446 48.8

	Total N %	Male N %	Female N %
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. . . .	280 2.7	139 2.6	140 2.8
(1) Yes	1373 13.2	708 13.1	664 13.2
(2) No.	8769 84.1	4559 84.3	4208 84.0
43. Do you participate in any vocational student organizations? Omit. . . .	319 3.1	154 2.8	162 3.2
(1) Yes	2676 25.7	1287 23.8	1389 27.7
(2) No.	4809 46.1	2596 48.0	2212 44.1
(3) None available.	2620 25.1	1370 25.3	1250 24.9
44. I will plan my high school classes based on: Omit. . . .	184 1.8	119 2.2	63 1.3
(1) my interests.	7615 73.1	3793 70.2	3821 76.2
(2) my abilities.	5461 52.4	2751 50.9	2709 54.1
(3) what my friends are taking.	1009 9.7	543 10.0	465 9.3
(4) what I need for college	5378 51.6	2466 45.6	2911 58.1
(5) what I need to get a good job	5062 48.6	2603 48.2	2458 49.0
(6) have not asked anyone	239 2.3	165 3.1	74 1.5
(7) what my parents say	879 8.4	478 8.8	401 8.0

Rating Key
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

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Table D3
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Middle/Junior High School Student Questionnaire

	H N %	DL N %	DO N %
4. The grade I am in is: Omit. . . .	7 2.7	0 0.0	0 0.0
(1) 6th grade	28 10.6	3 3.8	33 6.2
(2) 7th grade	40 15.2	10 12.7	114 21.3
(3) 8th grade	92 35.0	50 63.3	160 29.9
(4) 9th grade	96 36.5	16 20.3	229 42.7
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. . . .	4 1.5	1 1.3	7 1.3
(1) Agriculture.	20 7.6	1 1.3	44 8.2
(2) Business Education	44 16.7	5 6.3	102 19.0
(3) Health Occupations	30 11.4	1 1.3	47 8.8
(4) Family and Consumer Education.	136 51.7	48 60.8	320 59.7
(5) Marketing Education.	2 0.8	2 2.5	8 1.5
(6) Technology/Industrial Education.	140 53.2	52 65.8	314 58.6
(7) None of the above.	54 20.5	14 17.7	95 17.7
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . . .	4 1.5	0 0.0	7 1.3
(1) Yes	81 30.8	18 22.8	185 34.5
(2) Not sure.	114 43.3	36 45.6	243 45.3
(3) No.	64 24.3	25 31.6	101 18.8
7. Have you discussed selecting a career or job in any of your classes? Omit. . . .	2 0.8	0 0.0	2 0.4
(1) Yes - several times	88 33.5	17 21.5	199 37.1
(2) Yes - once.	58 22.1	24 30.4	136 25.4
(3) No.	66 25.1	21 26.6	109 20.3
(4) Not sure.	49 18.6	17 21.5	90 16.8

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Middle/Junior High School Student Questionnaire

	H N %	DL N %	DO N %
8. How much have you thought about the work you will do when you complete school? Omit. . . .	6 2.3	0 0.0	4 0.7
(1) I have selected a career.	63 24.0	12 15.2	149 27.8
(2) Considerable - I have collected information and thought about it several times. . . .	64 24.3	15 19.0	127 23.7
(3) Some.	62 23.6	22 27.8	137 25.6
(4) A little.	46 17.5	13 16.5	81 15.1
(5) I have not thought about a career choice.	23 8.7	18 22.8	38 7.1
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. . . .	3 1.1	0 0.0	5 0.9
(1) Yes	98 37.3	19 24.1	178 33.2
(2) Somewhat	116 44.1	41 51.9	274 51.1
(3) No.	46 17.5	19 24.1	79 14.7
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. . . .	1 0.4	1 1.3	7 1.3
(1) Yes - usually	34 12.9	3 3.8	57 10.6
(2) Sometimes	90 34.2	24 30.4	192 35.8
(3) Not very often.	86 32.7	18 22.8	190 35.4
(4) Never	52 19.8	33 41.8	90 16.8
11. Are you aware of the vocational education courses in your local high school? Omit. . . .	2 0.8	1 1.3	5 0.9
(1) Yes	99 37.6	10 12.7	240 44.8
(2) Somewhat.	95 36.1	21 26.6	180 33.6
(3) No.	67 25.5	47 59.5	111 20.7
12. Do you take field trips in your classes that help you learn about different jobs? Omit. . . .	1 0.4	1 1.3	3 0.6
(1) Yes - frequently.	15 5.7	7 8.9	21 3.9
(2) Yes - sometimes	60 22.8	24 30.4	122 22.8
(3) Seldom.	80 30.4	11 13.9	179 33.4
(4) Never	107 40.7	36 45.6	211 39.4

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Middle/Junior High School Student Questionnaire

	H		DL		DO	
	N	%	N	%	N	%
13. Are you able to fit vocational courses into your class schedule? Omit. . . .	6	2.3	1	1.3	7	1.3
(1) Yes, most of the time	63	24.0	9	11.4	156	29.1
(2) Yes, some of the time	77	29.3	37	46.8	170	31.7
(3) Seldom.	76	28.9	14	17.7	118	22.0
(4) Never	41	15.6	18	22.8	85	15.9
14. Are you satisfied with your school's present course offerings? Omit. . . .	9	3.4	0	0.0	8	1.5
(1) Very satisfied.	29	11.0	2	2.5	46	8.6
(2) Satisfied	160	60.8	66	83.5	356	66.4
(3) Unsatisfied	43	16.3	5	6.3	95	17.7
(4) Very unsatisfied.	22	8.4	6	7.6	31	5.8
15. Do your math teachers show how math can be used in a variety of jobs? Omit. . . .	2	0.8	0	0.0	6	1.1
(1) Frequently.	71	27.0	17	21.5	127	23.7
(2) Sometimes	103	39.2	41	51.9	213	39.7
(3) Seldom.	43	16.3	18	22.8	104	19.4
(4) Never	44	16.7	3	3.8	86	16.0
16. Do your science teachers show how science can be used in a variety of jobs? Omit. . . .	9	3.4	0	0.0	7	1.3
(1) Frequently.	45	17.1	9	11.4	93	17.4
(2) Sometimes	93	35.4	37	46.8	231	43.1
(3) Seldom.	66	25.1	24	30.4	128	23.9
(4) Never	50	19.0	9	11.4	77	14.4
17. Do your English teachers show how English can be used in a variety of jobs? Omit. . . .	4	1.5	0	0.0	5	0.9
(1) Frequently.	37	14.1	11	13.9	91	17.0
(2) Sometimes	95	36.1	36	45.6	189	35.3
(3) Seldom.	63	24.0	11	13.9	135	25.2
(4) Never	64	24.3	21	26.6	116	21.6

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	H N %	DL N %	DO N %
18. Is there enough up-to-date equipment in your classrooms? Omit. . . .	2 0.8	0 0.0	6 1.1
(1) Yes	108 41.1	26 32.9	222 41.4
(2) No.	67 25.5	15 19.0	133 24.8
(3) Do not know	86 32.7	38 48.1	175 32.6

I have received career planning assistance in the following areas:	H Mean StD N	DL Mean StD N	DO Mean StD N
19. Discovering my skills, interests, and abilities	3.121 1.067 257	2.936 1.085 78	3.258 1.026 528
20. Opportunity to hear speakers from the world of work	2.703 1.236 256	2.949 1.161 78	2.614 1.186 526
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses). .	2.498 1.237 251	2.355 0.934 76	2.540 1.227 520
22. New and/or future-oriented occupations. . . .	2.896 1.182 251	2.244 1.197 78	2.743 1.098 518
23. Jobs held by primarily males or primarily females	2.852 1.286 250	2.385 1.142 78	2.878 1.170 523
24. Occupations which have local job opportunities	2.936 1.166 249	3.092 1.191 76	2.981 1.205 520
25. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement	2.699 1.202 249	2.718 1.138 78	2.765 1.199 523
26. Post-high school vocational education opportunities related to my career goal . . .	2.900 1.256 250	2.632 1.253 76	2.934 1.238 514
27. Job alternatives related to my career goal. .	2.980 1.210 249	2.808 1.339 78	2.945 1.187 523
28. How to find a job/how to apply for a job. . .	3.125 1.378 248	2.750 1.245 76	3.177 1.377 521
29. How to start a business	2.429 1.246 252	2.368 1.176 76	2.410 1.301 515
30. How our economic system operates.	2.612 1.205 250	2.436 1.076 78	2.683 1.225 520

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Table D3
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Middle/Junior High School Student Questionnaire

I have received help in studying and planning a career from the following sources:	H Mean StD N	DL Mean StD N	DO Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	3.140 1.302 250	3.026 1.170 77	3.067 1.293 522
32. Instructors: academic (English, math, science, history, etc.)	3.191 1.252 246	3.416 1.301 77	3.136 1.259 516
33. Counselors (guidance staff)	2.794 1.341 247	2.532 1.294 77	2.645 1.336 519
34. Friends/classmates.	3.278 1.342 245	3.000 1.155 76	3.224 1.384 519
35. Parents	3.706 1.323 245	3.273 1.304 77	3.663 1.275 519
36. Relatives	3.163 1.314 245	3.026 1.170 77	3.096 1.348 519
37. Employers	2.613 1.322 238	2.299 1.206 67	2.446 1.345 502
38. Newspapers/magazines/television	3.053 1.280 243	2.600 1.174 75	2.986 1.266 507
39. Other (please list)	4.154 0.801 13	3.000 1.732 3	4.244 1.261 41

	H N %	DL N %	DO N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. . . .	28 10.6	4 5.1	36 6.7
(1) Yes	81 30.8	22 27.8	153 28.5
(2) No.	154 58.6	53 67.1	347 64.7
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. . . .	10 3.8	3 3.8	18 3.4
(1) Yes	118 44.9	18 22.8	250 46.6
(2) No.	135 51.3	58 73.4	268 50.0

	H N %	DL N %	DO N %
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. . . .	7	3	18
	2.7	3.8	3.4
(1) Yes	66	19	100
	25.1	24.1	18.7
(2) No.	190	57	418
	72.2	72.2	78.0
43. Do you participate in any vocational student organizations? Omit. . . .	12	4	19
	4.6	5.1	3.5
(1) Yes	54	16	110
	20.5	20.3	20.5
(2) No.	109	38	235
	41.4	48.1	43.8
(3) None available.	88	21	172
	33.5	26.6	32.1
44. I will plan my high school classes based on: Omit. . . .	20	3	17
	7.6	3.8	3.2
(1) my interests.	143	38	353
	54.4	48.1	65.9
(2) my abilities.	116	27	261
	44.1	34.2	48.7
(3) what my friends are taking.	26	13	54
	9.9	16.5	10.1
(4) what I need for college	78	30	196
	29.7	38.0	36.6
(5) what I need to get a good job	107	45	252
	40.7	57.0	47.0
(6) have not asked anyone	9	0	17
	3.4	0.0	3.2
(7) what my parents say	30	16	48
	11.4	20.3	9.0

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Table D3
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Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
4. The grade I am in is: Omit. . .	0 0.0	0 0.0	1 1.8	0 0.0	8 0.1
(1) 6th grade	39 16.6	2 0.7	0 0.0	0 0.0	366 4.0
(2) 7th grade	71 30.2	74 25.0	16 29.1	27 26.5	2736 29.7
(3) 8th grade	70 29.8	94 31.8	30 54.5	48 47.1	3461 37.5
(4) 9th grade	55 23.4	126 42.6	8 14.5	27 26.5	2654 28.8
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. .	9 3.8	1 0.3	3 5.5	1 1.0	87 0.9
(1) Agriculture.	6 2.6	0 0.0	0 0.0	0 0.0	462 5.0
(2) Business Education	14 6.0	37 12.5	1 1.8	6 5.9	1428 15.5
(3) Health Occupations	20 8.5	33 11.1	5 9.1	16 15.7	718 7.8
(4) Family and Consumer Education. . . .	117 49.8	178 60.1	37 67.3	62 60.8	6005 65.1
(5) Marketing Education.	0 0.0	21 7.1	1 1.8	4 3.9	149 1.6
(6) Technology/Industrial Education. . .	114 48.5	174 58.8	38 69.1	56 54.9	5922 64.2
(7) None of the above.	82 34.9	58 19.6	9 16.4	20 19.6	1473 16.0
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. .	3 1.3	6 2.0	1 1.8	2 2.0	79 0.9
(1) Yes	50 21.3	85 28.7	40 72.7	38 37.3	2486 26.9
(2) Not sure.	114 48.5	130 43.9	11 20.0	35 34.3	3915 42.4
(3) No.	68 28.9	75 25.3	3 5.5	27 26.5	2745 29.8
7. Have you discussed selecting a career or job in any of your classes? Omit. .	3 1.3	2 0.7	0 0.0	2 2.0	37 0.4
(1) Yes - several times	90 38.3	80 27.0	43 78.2	40 39.2	3261 35.3
(2) Yes - once.	58 24.7	65 22.0	9 16.4	31 30.4	2444 26.5
(3) No.	51 21.7	77 26.0	1 1.8	13 12.7	2028 22.0
(4) Not sure.	33 14.0	72 24.3	2 3.6	16 15.7	1455 15.8

Table D3
Page D3.C2
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
8. How much have you thought about the work you will do when you complete school? Omit. .	3	3	1	0	35
	1.3	1.0	1.8	0.0	0.4
(1) I have selected a career.	63	48	26	22	2098
	26.8	16.2	47.3	21.6	22.7
(2) Considerable - I have collected information and thought about it several times	62	88	16	23	2658
	26.4	29.7	29.1	22.5	28.8
(3) Some.	58	65	9	37	2971
	24.7	22.0	16.4	36.3	32.2
(4) A little.	37	53	0	13	1128
	15.7	17.9	0.0	12.7	12.2
(5) I have not thought about a career choice.	12	39	3	7	347
	5.1	13.2	5.5	6.9	3.8
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. .	3	2	1	1	31
	1.3	0.7	1.8	1.0	0.3
(1) Yes	68	88	27	32	2362
	28.9	29.7	49.1	31.4	25.6
(2) Somewhat.	122	153	24	52	5391
	51.9	51.7	43.6	51.0	58.4
(3) No.	42	53	3	17	1441
	17.9	17.9	5.5	16.7	15.6
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. .	3	6	1	4	53
	1.3	2.0	1.8	3.9	0.6
(1) Yes - usually	24	25	6	6	671
	10.2	8.4	10.9	5.9	7.3
(2) Sometimes	71	101	21	47	3039
	30.2	34.1	38.2	46.1	32.9
(3) Not very often.	93	107	10	30	3757
	39.6	36.1	18.2	29.4	40.7
(4) Never	44	57	17	15	1705
	18.7	19.3	30.9	14.7	18.5
11. Are you aware of the vocational education courses in your local high school? Omit. .	3	1	3	2	51
	1.3	0.3	5.5	2.0	0.6
(1) Yes	77	85	33	34	3079
	32.8	28.7	60.0	33.3	33.4
(2) Somewhat.	80	124	10	39	3565
	34.0	41.9	18.2	38.2	38.6
(3) No.	75	86	9	27	2530
	31.9	29.1	16.4	26.5	27.4

Table D3
Page D3.C3
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
12. Do you take field trips in your classes that help you learn about different jobs? Omit. .	4	2	1	2	34
	1.7	0.7	1.8	2.0	0.4
(1) Yes - frequently.	8	10	1	1	287
	3.4	3.4	1.8	1.0	3.1
(2) Yes - sometimes	62	87	15	19	2331
	26.4	29.4	27.3	18.6	25.3
(3) Seldom.	82	100	10	38	3485
	34.9	33.8	18.2	37.3	37.8
(4) Never	79	97	28	42	3088
	33.6	32.8	50.9	41.2	33.5
13. Are you able to fit vocational courses into your class schedule? Omit. .	11	7	3	4	135
	4.7	2.4	5.5	3.9	1.5
(1) Yes, most of the time	45	74	21	23	2364
	19.1	25.0	38.2	22.5	25.6
(2) Yes, some of the time	83	103	21	38	3200
	35.3	34.8	38.2	37.3	34.7
(3) Seldom.	42	55	3	26	2184
	17.9	18.6	5.5	25.5	23.7
(4) Never	54	57	7	11	1342
	23.0	19.3	12.7	10.8	14.5
14. Are you satisfied with your school's present course offerings? Omit. .	5	2	4	0	55
	2.1	0.7	7.3	0.0	0.6
(1) Very satisfied.	21	32	5	5	675
	8.9	10.8	9.1	4.9	7.3
(2) Satisfied	155	222	36	72	6579
	66.0	75.0	65.5	70.6	71.3
(3) Unsatisfied	33	27	8	17	1457
	14.0	9.1	14.5	16.7	15.8
(4) Very unsatisfied.	21	13	2	8	459
	8.9	4.4	3.6	7.8	5.0
15. Do your math teachers show how math can be used in a variety of jobs? Omit. .	3	2	1	1	30
	1.3	0.7	1.8	1.0	0.3
(1) Frequently.	74	78	14	25	2424
	31.5	26.4	25.5	24.5	26.3
(2) Sometimes	100	136	24	53	3688
	42.6	45.9	43.6	52.0	40.0
(3) Seldom.	38	49	7	19	2044
	16.2	16.6	12.7	18.6	22.2
(4) Never	20	31	9	4	1039
	8.5	10.5	16.4	3.9	11.3
16. Do your science teachers show how science can be used in a variety of jobs? Omit.	5	2	2	1	43
	2.1	0.7	3.6	1.0	0.5
(1) Frequently.	58	51	11	21	1828
	24.7	17.2	20.0	20.6	19.8
(2) Sometimes	108	156	21	50	3955
	46.0	52.7	38.2	49.0	42.9
(3) Seldom.	47	54	11	23	2474
	20.0	18.2	20.0	22.5	26.8
(4) Never	17	33	10	7	925
	7.2	11.1	18.2	6.9	10.0

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
17. Do your English teachers show how English can be used in a variety of jobs? Omit.	3	3	2	1	24
	1.3	1.0	3.6	1.0	0.3
(1) Frequently.	36	58	22	18	1407
	15.3	19.6	40.0	17.6	15.3
(2) Sometimes	92	135	13	50	3484
	39.1	45.6	23.6	49.0	37.8
(3) Seldom.	67	63	8	22	2857
	28.5	21.3	14.5	21.6	31.0
(4) Never	37	37	10	11	1453
	15.7	12.5	18.2	10.8	15.8
18. Is there enough up-to-date equipment in your classrooms? Omit. .	4	3	1	0	33
	1.7	1.0	1.8	0.0	0.4
(1) Yes	111	120	20	51	4661
	47.2	40.5	36.4	50.0	50.5
(2) No.	47	48	15	16	1826
	20.0	16.2	27.3	15.7	19.8
(3) Do not know	73	125	19	35	2705
	31.1	42.2	34.5	34.3	29.3

I have received career planning assistance in the following areas:	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
19. Discovering my skills, interests, and abilities	3.267	3.342	3.574	3.327	3.258
	1.010	1.057	1.175	0.993	1.002
	232	295	54	98	9142
20. Opportunity to hear speakers from the world of work	2.784	2.729	2.788	2.540	2.630
	1.212	1.190	1.258	1.039	1.154
	232	295	52	100	9158
21. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).	2.470	2.422	2.922	2.450	2.338
	1.300	1.096	1.468	1.218	1.178
	230	294	51	100	9091
22. New and/or future-oriented occupations.	2.507	2.553	3.038	2.500	2.645
	1.169	1.171	1.283	1.106	1.132
	225	295	52	100	9054
23. Jobs held by primarily males or primarily females	2.956	2.647	2.942	2.830	2.694
	1.225	1.155	1.474	1.120	1.143
	226	289	52	100	9042
24. Occupations which have local job opportunities	2.978	2.705	3.431	2.898	2.909
	1.275	1.137	1.315	1.010	1.174
	228	285	51	98	9031
25. Jobs which may soon become outdated, over-crowded or offer no opportunities for advancement	2.590	2.591	3.346	2.760	2.592
	1.220	1.163	1.341	1.215	1.169
	229	291	52	100	9059
26. Post-high school vocational education opportunities related to my career goal.	2.771	2.829	3.577	2.899	2.720
	1.367	1.240	1.446	1.241	1.250
	227	292	52	99	9019
27. Job alternatives related to my career goal.	2.825	2.751	3.308	3.020	2.811
	1.249	1.193	1.276	1.163	1.210
	223	289	52	100	9030

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	AIN N %	API N %	BNH N %	HIS N %	WNH N %
28. How to find a job/how to apply for a job	3.209 1.402 230	2.732 1.288 284	3.820 1.207 50	3.240 1.240 100	2.822 1.329 9062
29. How to start a business	2.246 1.217 228	2.284 1.163 292	2.255 1.294 51	2.485 1.343 99	2.128 1.189 9054
30. How our economic system operates. . . .	2.629 1.256 229	2.590 1.104 288	3.200 1.443 50	2.727 1.168 99	2.577 1.192 9089

I have received help in studying and planning a career from the following sources:	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	2.903 1.320 226	3.041 1.216 294	3.642 1.456 53	3.172 1.079 99	2.973 1.248 9094
32. Instructors: academic (English, math, science, history, etc.)	3.127 1.346 228	3.357 1.274 291	3.538 1.434 52	3.222 1.130 99	3.231 1.229 9065
33. Counselors (guidance staff)	2.801 1.427 226	2.678 1.184 292	2.717 1.446 53	2.867 1.181 98	2.738 1.312 9066
34. Friends/classmates.	3.342 1.413 228	3.366 1.305 292	3.077 1.545 52	3.143 1.244 98	3.236 1.314 9081
35. Parents	3.652 1.349 227	3.643 1.263 294	4.245 0.979 53	3.612 1.313 98	3.761 1.185 9105
36. Relatives	3.316 1.450 228	3.051 1.266 293	3.472 1.422 53	3.061 1.267 98	3.062 1.303 9089
37. Employers	2.278 1.313 227	2.184 1.223 282	2.614 1.482 44	2.316 1.214 95	2.218 1.232 8904
38. Newspapers/magazines/television	3.004 1.351 224	2.955 1.226 290	3.510 1.474 49	2.823 1.142 96	2.971 1.254 8998
39. Other (please list)	4.071 1.141 14	3.667 1.551 24	5.000 0.000 2	4.429 1.512 7	4.089 1.166 674

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Table D3
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Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. .	14	13	7	10	425
	6.0	4.4	12.7	9.8	4.6
(1) Yes	62	62	17	32	2627
	26.4	20.9	30.9	31.4	28.5
(2) No.	159	221	31	60	6173
	67.7	74.7	56.4	58.8	66.9
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. .	9	8	3	5	237
	3.8	2.7	5.5	4.9	2.6
(1) Yes	110	97	31	48	4462
	46.8	32.8	56.4	47.1	48.4
(2) No.	116	191	21	49	4526
	49.4	64.5	38.2	48.0	49.1
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. .	9	9	1	2	238
	3.8	3.0	1.8	2.0	2.6
(1) Yes	31	42	10	13	1195
	13.2	14.2	18.2	12.7	13.0
(2) No.	195	245	44	87	7792
	83.0	82.8	80.0	85.3	84.5
43. Do you participate in any vocational student organizations? Omit. .	7	9	1	5	277
	3.0	3.0	1.8	4.9	3.0
(1) Yes	65	94	11	16	2329
	27.7	31.8	20.0	15.7	25.2
(2) No.	93	142	14	53	4289
	39.6	48.0	25.5	52.0	46.5
(3) None available.	70	51	29	28	2332
	29.8	17.2	52.7	27.5	25.3
44. I will plan my high school classes based on: Omit. .	7	7	4	4	153
	3.0	2.4	7.3	3.9	1.7
(1) my interests.	142	189	38	68	6813
	60.4	63.9	69.1	66.7	73.9
(2) my abilities.	102	152	30	48	4862
	43.4	51.4	54.5	47.1	52.7
(3) what my friends are taking.	26	27	9	4	876
	11.1	9.1	16.4	3.9	9.5
(4) what I need for college	95	142	30	55	4817
	40.4	48.0	54.5	53.9	52.2
(5) what I need to get a good job	101	153	25	50	4483
	43.0	51.7	45.5	49.0	48.6
(6) have not asked anyone	9	6	0	0	191
	3.8	2.0	0.0	0.0	2.1
(7) what my parents say	14	42	7	6	768
	6.0	14.2	12.7	5.9	8.3

E1

Vocational Staff Questionnaire

Table E1

Staff Questionnaire

Item Statement	Total N	Total %
1. What is your current position? (Check one) Omit. . .	0	0.0
(1) Instructor: vocational	356	45.5
(2) Instructor: nonvocational	0	0.0
(3) Instructor: special needs	193	24.7
(4) Counseling/pupil services	97	12.4
(5) Administration/coordination	117	15.0
(6) Other	19	2.4
2. Are you aware of a written philosophy of vocational education for your district? Omit. . .	6	0.8
(1) Yes	616	78.8
(2) No	160	20.5
3. Given the school district philosophy, are the vocational program goals and objectives achievable? Omit. . .	19	2.4
(1) Yes	467	59.7
(2) Not sure	285	36.4
(3) No	11	1.4
4. In the programs you teach, administer, or provide guidance, are the following assessed? (Check all that apply) Omit. . .	45	5.8
(1) Students occupational skill needs	520	66.5
(2) Students needs, interests and abilities	666	85.2
(3) Entrance and program requirements at post-secondary schools	455	58.2
(4) Facility/equipment needs	479	61.3
(5) Availability of financial assistance for post-secondary training	306	39.1
(6) Local district problems and needs	398	50.9
(7) Advanced placement opportunities	307	39.3
(8) Coordination of program needs	397	50.8
(9) Local labor market needs	341	43.6
5. To what extent are members of the local community and school district involved in developing programs in your school? Omit. . .	49	6.3
(1) Extensively	81	10.4
(2) Usually	333	42.6
(3) Seldom	293	37.5
(4) Never	26	3.3
6. To what extent is advisory committee input solicited and utilized for improving the vocational program? Omit. . .	91	11.6
(1) Extensively	109	13.9
(2) Usually	309	39.5
(3) Seldom	219	28.0
(4) Never	55	7.0
7. To what extent is staff input solicited and utilized for improving the vocational program? Omit. . .	42	5.4
(1) Extensively	159	20.3
(2) Usually	356	45.5
(3) Seldom	188	24.0
(4) Never	37	4.7

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Table E1
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Staff Questionnaire

Item Statement	Total N	Total %
8. Do you use the resources of local/area business and industry? (Check all that apply) Omit. . .	128	16.4
(1) Arrange and/or conduct student tours of local businesses and industries.	415	53.1
(2) Assist students to find jobs in local firms.	414	52.9
(3) Have people from local businesses and industries speak to my students	458	58.6
(4) Use equipment owned or given by local businesses and industry in my teaching.	175	22.4
(5) Meet with local people in business and industry to discuss and identify the competencies our graduates need	366	46.8
(6) Meet with people in local business and industry to identify examples, activities and problems for my teaching	236	30.2
(7) Other.	45	5.8
9. With respect to equity, the following exist: (Check all that apply) Omit. . .	181	23.1
(1) A written district equity plan	389	49.7
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.	284	36.3
(3) Information on the needs of males, females, minorities and special needs groups.	330	42.2
(4) Administration policies and procedures requiring non-discrimination and equal access to all vocational education programs	454	58.1
(5) Review of stereotyping and bias in instructional materials.	319	40.8
(6) Compliance data from Office of Civil Rights audit.	163	20.8
(7) Other.	32	4.1
10. Teachers are: (Check all that apply) Omit. . .	153	19.6
(1) Given adequate preparation	404	51.7
(2) Provided adequate curriculum development time.	337	43.1
(3) Provided adequate in-service on instructional practices and content.	332	42.5
(4) Given access to appropriate and adequate in-school facilities	477	61.0

Item Statement	N	Mean	StD
11. Programs reflect the philosophy, goals and objectives in the two-year plan for vocational education	593	3.519	0.955
12. Programs are articulated vertically (outside the district) and horizontally (across local programs)	558	3.122	1.101
13. Courses use comprehensive sequential curriculum guides	610	3.580	0.993
14. Courses meet current DPI guidelines/standards.	587	3.843	0.912
15. The two-year plan for vocational education is used in program design and implementation.	546	3.548	0.995
16. The programs are adequately staffed.	646	3.282	1.148
17. Needs of special needs students (disadvantaged, limited English proficient, handicapped) are met in program planning and implementation.	674	3.233	1.183

Item Statement	N	Mean	StD
18. Needs of male and female students are met in program planning and implementation.	641	3.551	1.000
19. Needs of racial minorities are met in program planning and implementation.	554	3.433	1.024
20. Appropriate administrative support is given.	657	3.202	1.203
21. Students receive factual and objective information from staff about vocational programs	641	3.432	1.096
22. Appropriate guidance services are provided for vocational education	661	2.936	1.203

Item Statement	Total N	Total %
23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check all that apply) Omit. .	38	4.9
(1) Conferences and conventions.	684	87.5
(2) Educational college courses.	525	67.1
(3) Private or industry sponsored educational programs .	284	36.3
(4) Travel	329	42.1
(5) VTAE courses/workshops	234	29.9
(6) Work experiences	264	33.8
(7) Workshops (in school or at other locations).	584	74.7
(8) Memberships in professional associations	549	70.2
24. What did you learn as a result of the activities checked in item 23? (Check all that apply) Omit. . .	49	6.3
(1) New developments in my discipline/field.	657	84.0
(2) Applications of my discipline to business and industry	412	52.7
(3) New teaching techniques.	490	62.7
(4) New counseling techniques.	290	37.1
(5) Use of computers and software in my work	477	61.0
(6) Use of audiovisual equipment and materials	193	24.7
(7) Techniques for working with special needs students (disadvantaged and handicapped).	420	53.7
(8) Selecting/developing nonbiased materials	180	23.0
(9) Use of labor market information.	267	34.1
25. A placement program is available to help students obtain additional education, training or employment Omit. . .	127	16.2
(1) Yes.	387	49.5
(2) No	268	34.3
26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs. Omit. . .	189	24.2
(1) Yes.	471	60.2
(2) No	122	15.6

Item Statement		Total N	Total %
27. Does your curriculum meet the needs of special needs students?	Omit. . .	77	9.8
(1) Yes.		599	76.6
(2) No		106	13.6
28. Administrators encourage us to work effectively with all students including those with special needs.	Omit. . .	62	7.9
(1) Yes.		673	86.1
(2) No		47	6.0
29. Are follow-up studies used to provide feedback for program improvement?	Omit. . .	41	5.2
(1) Yes.		327	41.8
(2) Not sure		343	43.9
(3) No		72	9.2
30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? (Check all that apply)	Omit. . .	114	14.6
(1) Counseling materials/practice/procedures		243	31.1
(2) Changing course titles		295	37.7
(3) Instructional materials.		240	30.7
(4) Staff in-service		120	15.3
(5) Curriculum revision/updating		316	40.4
(6) Class scheduling		170	21.7
(7) Affirmative Action-employment/students		76	9.7
(8) Development of an equity plan.		143	18.3
(9) Not aware.		244	31.2
31. During the last two years, I have: (Check all that apply)	Omit . .	157	20.1
(1) Attended an in-service session on how to better service disadvantaged and handicapped learners . . .		426	54.5
(2) Participate in the development and use of the Individualized Education Plan (IEP) for all special needs students		392	50.1
(3) Adapted my classrooms and laboratories for the handicapped.		250	32.0
(4) Modified methods, materials or content to meet individual handicapped learner needs		479	61.3

Rating Scale
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

E2

Nonvocational Staff Questionnaire

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Table E2
Page E2.1
Staff Questionnaire

Item Statement	Total	
	N	%
1. What is your current position? (Check one) Omit. . .	0	0.0
(1) Instructor: vocational.	0	0.0
(2) Instructor: nonvocational	758	100.0
(3) Instructor: special needs	0	0.0
(4) Counseling/pupil services.	0	0.0
(5) Administration/coordination.	0	0.0
(6) Other.	0	0.0
2. Are you aware of a written philosophy of vocational education for your district? Omit. . .	7	0.9
(1) Yes.	345	45.5
(2) No	406	53.6
3. Given the school district philosophy, are the vocational program goals and objectives achievable? Omit. . .	32	4.2
(1) Yes.	166	21.9
(2) Not sure	542	71.5
(3) No	18	2.4
4. In the programs you teach, administer, or provide guidance, are the following assessed? (Check all that apply) Omit. . .	81	10.7
(1) Students occupational skill needs.	232	30.6
(2) Students needs, interests and abilities.	558	73.6
(3) Entrance and program requirements at post-secondary schools.	386	50.9
(4) Facility/equipment needs	341	45.0
(5) Availability of financial assistance for post-secondary training	130	17.2
(6) Local district problems and needs.	236	31.1
(7) Advanced placement opportunities	276	36.4
(8) Coordination of program needs.	201	26.5
(9) Local labor market needs	118	15.6
5. To what extent are members of the local community and school district involved in developing programs in your school? Omit. . .	87	11.5
(1) Extensively.	34	4.5
(2) Usually.	212	28.0
(3) Seldom	383	50.5
(4) Never.	42	5.5
6. To what extent is advisory committee input solicited and utilized for improving the vocational program? Omit. . .	255	33.6
(1) Extensively.	36	4.7
(2) Usually.	221	29.2
(3) Seldom	186	24.5
(4) Never.	60	7.9
7. To what extent is staff input solicited and utilized for improving the vocational program? Omit. . .	138	18.2
(1) Extensively.	38	5.0
(2) Usually.	207	27.3
(3) Seldom	268	35.4
(4) Never.	107	14.1

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Table E2
Page E2.2
Staff Questionnaire

	Total	
Item Statement	N	%
8. Do you use the resources of local/area business and industry? (Check all that apply) Omit. . .	342	45.1
(1) Arrange and/or conduct student tours of local businesses and industries.	124	16.4
(2) Assist students to find jobs in local firms.	68	9.0
(3) Have people from local businesses and industries speak to my students	243	32.1
(4) Use equipment owned or given by local businesses and industry in my teaching.	106	14.0
(5) Meet with local people in business and industry to discuss and identify the competencies our graduates need	80	10.6
(6) Meet with people in local business and industry to identify examples, activities and problems for my teaching	85	11.2
(7) Other.	36	4.7
9. With respect to equity, the following exist: (Check all that apply) Omit. . .	363	47.9
(1) A written district equity plan	209	27.6
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.	135	17.8
(3) Information on the needs of males, females, minorities and special needs groups.	158	20.8
(4) Administration policies and procedures requiring non-discrimination and equal access to all vocational education programs	220	29.0
(5) Review of stereotyping and bias in instructional materials.	146	19.3
(6) Compliance data from Office of Civil Rights audit. .	64	8.4
(7) Other.	18	2.4
10. Teachers are: (Check all that apply) Omit. . .	246	32.5
(1) Given adequate preparation	278	36.7
(2) Provided adequate curriculum development time. . . .	193	25.5
(3) Provided adequate in-service on instructional practices and content.	249	32.8
(4) Given access to appropriate and adequate in-school facilities	325	42.9

Item Statement	N	Mean	StD
11. Programs reflect the philosophy, goals and objectives in the two-year plan for vocational education . . .	306	3.150	0.974
12. Programs are articulated vertically (outside the district) and horizontally (across local programs) .	294	2.847	1.042
13. Courses use comprehensive sequential curriculum guides	427	3.480	0.982
14. Courses meet current DPI guidelines/standards. . . .	395	3.808	0.839
15. The two-year plan for vocational education is used in program design and implementation.	251	3.187	1.081
16. The programs are adequately staffed.	413	2.993	1.159
17. Needs of special needs students (disadvantaged, limited English proficient, handicapped) are met in program planning and implementation.	414	3.188	1.093

	Item Statement	N	Mean	StD
18.	Needs of male and female students are met in program planning and implementation.	417	3.300	0.927
19.	Needs of racial minorities are met in program planning and implementation.	331	3.148	1.084
20.	Appropriate administrative support is given.	438	3.021	1.133
21.	Students receive factual and objective information from staff about vocational programs	369	3.192	1.036
22.	Appropriate guidance services are provided for vocational education	392	3.145	1.123

	Item Statement	Total N	Total %
23.	In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check all that apply) Omit.	51	6.7
	(1) Conferences and conventions.	630	83.1
	(2) Educational college courses.	455	60.0
	(3) Private or industry sponsored educational programs	158	20.8
	(4) Travel	341	45.0
	(5) VTAE courses/workshops	46	6.1
	(6) Work experiences	171	22.6
	(7) Workshops (in school or at other locations).	535	70.6
	(8) Memberships in professional associations	518	68.3
24.	What did you learn as a result of the activities checked in item 23? (Check all that apply) Omit.	66	8.7
	(1) New developments in my discipline/field.	592	78.1
	(2) Applications of my discipline to business and industry	230	30.3
	(3) New teaching techniques.	579	76.4
	(4) New counseling techniques.	143	18.9
	(5) Use of computers and software in my work	385	50.8
	(6) Use of audiovisual equipment and materials	176	23.2
	(7) Techniques for working with special needs students (disadvantaged and handicapped).	207	27.3
	(8) Selecting/developing nonbiased materials	106	14.0
	(9) Use of labor market information.	74	9.8
25.	A placement program is available to help students obtain additional education, training or employment Omit.	238	31.4
	(1) Yes.	337	44.5
	(2) No	183	24.1
26.	Progress has been made on implementing recommendations from the previous evaluation of our vocational programs. Omit.	423	55.8
	(1) Yes.	243	32.1
	(2) No	92	12.1

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Table E2
Page E2.4
Staff Questionnaire

Item Statement	Total N	 %
27. Does your curriculum meet the needs of special needs students? Omit. . .	141	18.6
(1) Yes.	494	65.2
(2) No	123	16.2
28. Administrators encourage us to work effectively with all students including those with special needs. Omit. . .	76	10.0
(1) Yes.	629	83.0
(2) No	53	7.0
29. Are follow-up studies used to provide feedback for program improvement? Omit. . .	69	9.1
(1) Yes.	169	22.3
(2) Not sure	462	60.9
(3) No	58	7.7
30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? (Check all that apply) Omit. . .	164	21.6
(1) Counseling materials/practice/procedures	80	10.6
(2) Changing course titles	93	12.3
(3) Instructional materials.	73	9.6
(4) Staff in-service	62	8.2
(5) Curriculum revision/updating	106	14.0
(6) Class scheduling	88	11.6
(7) Affirmative Action-employment/students	18	2.4
(8) Development of an equity plan.	57	7.5
(9) Not aware.	410	54.1
31. During the last two years, I have: (Check all that apply) Omit . .	319	42.1
(1) Attended an in-service session on how to better service disadvantaged and handicapped learners . . .	241	31.8
(2) Participate in the development and use of the Individualized Education Plan (IEP) for all special needs students	120	15.8
(3) Adapted my classrooms and laboratories for the handicapped.	99	13.1
(4) Modified methods, materials or content to meet individual handicapped learner needs	336	44.3

Rating Scale
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

F1

Advisory Committee Questionnaire

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Table F1
Page F1.1
Advisory Committee Questionnaire

	Item Statement	N	Mean	StD
1.	Advice given by our advisory committee has been used by staff in vocational programs.	456	3.950	0.795
2.	Our committee meet often enough to accomplish its purpose	459	3.503	0.956
3.	Our committee has been involved in evaluating the adequacy of in-school facilities and equipment. .	456	3.458	0.964
4.	The philosophy and objectives of the program I advise are carried through in the program	453	3.839	0.797
5.	Our committee has identified goals for its work .	464	3.834	0.930
6.	Our committee assisted in identifying needs of the community	455	3.774	0.880
7.	Our committee assisted in identifying local/area labor market needs.	454	3.707	0.887
8.	Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	461	3.874	0.848
9.	Our committee has helped in identifying new skills and technologies	451	3.667	0.897
10.	Articulation of programs and/or activities is occurring with other districts or CESAs	422	3.491	0.893
11.	Articulation of programs and/or activities is occurring with post-secondary institutions. . . .	428	3.591	0.876
	Members of our advisory committee represent the interests of:			
12.	employers and employees	470	4.272	0.674
13.	males and females	470	4.081	0.867
14.	minorities.	456	3.243	1.040
15.	special needs persons	457	3.414	0.992
16.	A formal evaluation of programs is conducted and used in the overall program development	446	3.630	0.861
17.	Prior evaluation findings have been used.	437	3.680	0.887
18.	Community resources identified and used effectively	448	3.790	0.857
19.	The program I advise is preparing students for entry into nontraditional occupations	453	3.371	0.933
20.	The program I advise is preparing students for entry into new and/or future-oriented occupations	458	3.823	0.814
21.	In-school facilities are appropriate and adequate.	452	3.522	0.998
22.	In-school equipment, text books, replacement schedules and maintenance agreements are appropriate and adequate.	440	3.516	0.910
23.	Teaching methods include cooperative, project and/or simulation methods	452	4.035	0.758
24.	Agendas are used for meetings	471	4.210	0.815
25.	Advisory committee membership is rotated.	442	3.661	0.902

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Table F1
Page F1.2
Advisory Committee Questionnaire

Item Statement	N	%
26. When is the most appropriate time to hold an advisory meeting: (Check one)		
Omit	10	2.1
(1) Breakfast	60	12.4
(2) Lunch	69	14.3
(3) Dinner	12	2.5
(4) Evening	249	51.6
(5) Other	99	20.5
27. I am:		
Omit	7	1.4
(1) Male	275	56.9
(2) Female	201	41.6
28. I am representative of: (Check one)		
Omit	7	1.4
(1) Employers	214	44.3
(2) Employees	69	14.3
(3) Self-employed persons	86	17.8
(4) Minorities	2	0.4
(5) Special needs persons	11	2.3
(6) Other	112	23.2
29. Check the appropriate vocational program which identifies the advisory committee on which you serve. (Check all that apply)		
Omit	6	1.2
(1) Agriculture	101	20.9
(2) Business Education	142	29.4
(3) Health Occupations	8	1.7
(4) Home Economics	112	23.2
(5) Marketing Education	45	9.3
(6) Technology Education/Industrial Education	109	22.6
(7) Special Needs	20	4.1
(8) Comprehensive Vocational	25	5.2
(9) Guidance and Counseling	19	3.9
30. How many times did the committee meet this year?		
Omit	30	6.2
(1) Never	28	5.8
(2) Once	138	28.6
(3) 2-3 times	195	40.4
(4) 4-6 times	66	13.7
(5) 7-10 times	22	4.6
(6) More than 10 times	6	1.2

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

G1

Parent Questionnaire

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Table G1
Page G1.1
Parent Questionnaire

Item Statement		Total N	Total %
1. Program enrolled in:	Omit	135	11.5
(1) Instructional Program Component(IPC)		299	25.5
(2) Sequence Course		445	37.9
(3) General Education Program		294	25.1
2. Vocational course area:	Omit	437	37.3
(1) Agriculture		65	5.5
(2) Business Education		334	28.5
(3) Health Occupations		3	0.3
(4) Home Economics		88	7.5
(5) Marketing Education		35	3.0
(6) Technology Education		211	18.0
3. Ethnic Group:	Omit	120	10.2
(1) American Indian or Alaskan Native (AIN)		6	0.5
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		5	0.4
(3) Black (BNH) (Not of Hispanic Origin)		4	0.3
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		1	0.1
(5) White (WNH) (Not of Hispanic Origin)		1037	88.4
4. Special Needs Students:	Omit	1008	85.9
(1) Handicapped (H)		57	4.9
(2) Disadvantaged - Limited English Proficient (DL)		3	0.3
(3) Disadvantaged - Other (DO)		105	9.0
5. Sex of student:	Omit	21	1.8
(1) Male		593	50.6
(2) Female		559	47.7
6. Grade student is in:	Omit	61	5.2
(1) 9th grade		63	5.4
(2) 10th grade		85	7.2
(3) 11th grade		86	7.3
(4) 12th grade		378	32.2
(5) Graduate		500	42.6

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Table G1
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Parent Questionnaire

	Total N	Total %	Male N	Male %	Female N	Female %
7. I feel the help given my child in making a career choice was: Omit . . .	46	3.9	23	3.9	23	4.1
(1) Very satisfactory	187	15.9	104	17.5	83	14.8
(2) Satisfactory.	607	51.7	301	50.8	296	53.0
(3) In need of some improvement	281	24.0	137	23.1	136	24.3
(4) Not at all satisfactory	52	4.4	28	4.7	21	3.8
8. I feel the education and preparation for this career choice was: Omit . . .	56	4.8	22	3.7	33	5.9
(1) Very satisfactory	216	18.4	125	21.1	90	16.1
(2) Satisfactory.	657	56.0	317	53.5	331	59.2
(3) In need of some improvement	211	18.0	112	18.9	89	15.9
(4) Not at all satisfactory	33	2.8	17	2.9	16	2.9
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	37	3.2	16	2.7	21	3.8
(1) Yes	661	56.4	328	55.3	325	58.1
(2) Not sure.	308	26.3	166	28.0	134	24.0
(3) No.	167	14.2	83	14.0	79	14.1
10. When did your child make a decision about his/her future career? Omit . . .	16	1.4	11	1.9	5	0.9
(1) In elementary school.	51	4.3	27	4.6	22	3.9
(2) In grades 7-9	167	14.2	80	13.5	83	14.8
(3) In grades 10-11	357	30.4	170	28.7	179	32.0
(4) In Grade 12	234	19.9	111	18.7	121	21.6
(5) After high school graduation.	86	7.3	39	6.6	46	8.2
(6) Undecided	262	22.3	155	26.1	103	18.4
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	70	6.0	33	5.6	35	6.3
(1) Yes	678	57.8	343	57.8	327	58.5
(2) Not sure.	264	22.5	135	22.8	123	22.0
(3) No.	161	13.7	82	13.8	74	13.2

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Table G1
Page G1.A2
Parent Questionnaire

	Total N %	Male N %	Female N %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	15 1.3	7 1.2	8 1.4
(1) Yes	1079 92.0	540 91.1	520 93.0
(2) Not sure.	69 5.9	40 6.7	28 5.0
(3) No.	10 0.9	6 1.0	3 0.5
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	28 2.4	14 2.4	14 2.5
(1) Yes	563 48.0	269 45.4	288 51.5
(2) Not sure.	370 31.5	206 34.7	154 27.5
(3) No.	212 18.1	104 17.5	103 18.4
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	30 2.6	13 2.2	16 2.9
(1) Yes	593 50.6	300 50.6	286 51.2
(2) Not sure.	383 32.7	195 32.9	183 32.7
(3) No.	167 14.2	85 14.3	74 13.2
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	30 2.6	14 2.4	16 2.9
(1) Yes	418 35.6	201 33.9	213 38.1
(2) Not sure.	590 50.3	323 54.5	260 46.5
(3) No.	135 11.5	55 9.3	70 12.5

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Table G1
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Parent Questionnaire

	IPC N %	SEQ N %	GE N %
7. I feel the help given my child in making a career choice was: Omit . . .	8 2.7	14 3.1	22 7.5
(1) Very satisfactory	64 21.4	66 14.8	40 13.6
(2) Satisfactory.	168 56.2	230 51.7	148 50.3
(3) In need of some improvement	50 16.7	115 25.8	66 22.4
(4) Not at all satisfactory	9 3.0	20 4.5	18 6.1
8. I feel the education and preparation for this career choice was: Omit . . .	5 1.7	17 3.8	30 10.2
(1) Very satisfactory	78 26.1	71 16.0	43 14.6
(2) Satisfactory.	175 58.5	252 56.6	161 54.8
(3) In need of some improvement	34 11.4	91 20.4	50 17.0
(4) Not at all satisfactory	7 2.3	14 3.1	10 3.4
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	7 2.3	12 2.7	17 5.8
(1) Yes	175 58.5	262 58.9	157 53.4
(2) Not sure.	72 24.1	107 24.0	88 29.9
(3) No.	45 15.1	64 14.4	32 10.9
10. When did your child make a decision about his/her future career? Omit . . .	5 1.7	4 0.9	5 1.7
(1) In elementary school.	9 3.0	16 3.6	19 6.5
(2) In grades 7-9	29 9.7	59 13.3	58 19.7
(3) In grades 10-11	108 36.1	131 29.4	75 25.5
(4) In Grade 12	77 25.8	93 20.9	35 11.9
(5) After high school graduation.	26 8.7	46 10.3	12 4.1
(6) Undecided	45 15.1	96 21.6	90 30.6
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	6 2.0	21 4.7	39 13.3
(1) Yes	206 68.9	263 59.1	131 44.6
(2) Not sure.	57 19.1	83 18.7	91 31.0
(3) No.	30 10.0	78 17.5	33 11.2

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Table G1
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Parent Questionnaire

	IPC N %	SEQ N %	GE N %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	4 1.3	4 0.9	7 2.4
(1) Yes	273 91.3	422 94.8	261 88.8
(2) Not sure.	22 7.4	15 3.4	22 7.5
(3) No.	0 0.0	4 0.9	4 1.4
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	4 1.3	7 1.6	13 4.4
(1) Yes	200 66.9	204 45.8	106 36.1
(2) Not sure.	54 18.1	150 33.7	123 41.8
(3) No.	41 13.7	84 18.9	52 17.7
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	5 1.7	9 2.0	14 4.8
(1) Yes	186 62.2	214 48.1	128 43.5
(2) Not sure.	74 24.7	155 34.8	114 38.8
(3) No.	34 11.4	67 15.1	38 12.9
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	8 2.7	7 1.6	14 4.8
(1) Yes	130 43.5	161 36.2	98 33.3
(2) Not sure.	130 43.5	224 50.3	156 53.1
(3) No.	31 10.4	53 11.9	26 8.8

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Table G1
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Parent Questionnaire

	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
7. I feel the help given my child in making a career choice was:						
Omit. .	1 1.5	6 1.8	0 0.0	5 5.7	0 0.0	8 3.8
(1) Very satisfactory	15 23.1	48 14.4	0 0.0	16 18.2	10 28.6	41 19.4
(2) Satisfactory.	32 49.2	189 56.6	2 66.7	47 53.4	15 42.9	109 51.7
(3) In need of some improvement .	15 23.1	77 23.1	1 33.3	15 17.0	9 25.7	46 21.8
(4) Not at all satisfactory . . .	2 3.1	14 4.2	0 0.0	5 5.7	1 2.9	7 3.3
8. I feel the education and preparation for this career choice was:						
Omit. .	1 1.5	6 1.8	0 0.0	5 5.7	0 0.0	8 3.8
(1) Very satisfactory	19 29.2	50 15.0	0 0.0	19 21.6	11 31.4	49 23.2
(2) Satisfactory.	27 41.5	215 64.4	3 100.0	52 59.1	18 51.4	109 51.7
(3) In need of some improvement .	16 24.6	53 15.9	0 0.0	11 12.5	5 14.3	38 18.0
(4) Not at all satisfactory . . .	2 3.1	10 3.0	0 0.0	1 1.1	1 2.9	7 3.3
9. I feel I had adequate input into the development of educational and/or vocational goals for my child.						
Omit. .	3 4.6	5 1.5	0 0.0	4 4.5	1 2.9	5 2.4
(1) Yes	32 49.2	200 59.9	2 66.7	52 59.1	20 57.1	127 60.2
(2) Not sure.	13 20.0	81 24.3	1 33.3	20 22.7	9 25.7	52 24.6
(3) No.	17 26.2	48 14.4	0 0.0	12 13.6	5 14.3	27 12.8
10. When did your child make a decision about his/her future career?						
Omit. .	0 0.0	6 1.8	0 0.0	0 0.0	1 2.9	1 0.5
(1) In elementary school.	4 6.2	10 3.0	0 0.0	2 2.3	0 0.0	7 3.3
(2) In grades 7-9	10 15.4	47 14.1	0 0.0	10 11.4	3 8.6	17 8.1
(3) In grades 10-11	18 27.7	113 33.8	0 0.0	31 35.2	13 37.1	64 30.3
(4) In grade 12	16 24.6	75 22.5	1 33.3	11 12.5	12 34.3	55 26.1
(5) After high school graduation.	5 7.7	31 9.3	1 33.3	8 9.1	1 2.9	26 12.3
(6) Undecided	12 18.5	52 15.6	1 33.3	26 29.5	5 14.3	41 19.4

	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. .	1 1.5	10 3.0	0 0.0	5 5.7	1 2.9	7 3.3
(1) Yes.	47 72.3	219 65.6	1 33.3	46 52.3	25 71.4	129 61.1
(2) Not sure.	14 21.5	57 17.1	1 33.3	20 22.7	7 20.0	38 18.0
(3) No.	3 4.6	48 14.4	1 33.3	17 19.3	2 5.7	37 17.5
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. .	0 0.0	4 1.2	0 0.0	1 1.1	1 2.9	1 0.5
(1) Yes.	60 92.3	312 93.4	2 66.7	85 96.6	32 91.4	198 93.8
(2) Not sure	5 7.7	15 4.5	1 33.3	2 2.3	2 5.7	11 5.2
(3) No	0 0.0	3 0.9	0 0.0	0 0.0	0 0.0	1 0.5
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit. .	0 0.0	6 1.8	0 0.0	1 1.1	1 2.9	2 0.9
(1) Yes	34 52.3	179 53.6	1 33.3	52 59.1	24 68.6	112 53.1
(2) Not sure.	21 32.3	88 26.3	2 66.7	24 27.3	4 11.4	60 28.4
(3) No.	10 15.4	61 18.3	0 0.0	11 12.5	6 17.1	37 17.5
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit. .	0 0.0	7 2.1	0 0.0	2 2.3	1 2.9	2 0.9
(1) Yes	27 41.5	186 55.7	2 66.7	45 51.1	20 57.1	117 55.5
(2) Not sure.	29 44.6	97 29.0	0 0.0	27 30.7	8 22.9	66 31.3
(3) No.	9 13.8	44 13.2	1 33.3	14 15.9	6 17.1	26 12.3
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit. .	0 0.0	10 3.0	0 0.0	1 1.1	2 5.7	2 0.9
(1) Yes	24 36.9	124 37.1	0 0.0	37 42.0	14 40.0	89 42.2
(2) Not sure.	30 46.2	165 49.4	2 66.7	39 44.3	13 37.1	100 47.4
(3) No.	11 16.9	35 10.5	1 33.3	11 12.5	6 17.1	20 9.5

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Parent Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
7. I feel the help given my child in making a career choice was:					
Omit. . .	1	0	0	0	44
	16.7	0.0	0.0	0.0	4.2
(1) Very satisfactory	0	1	0	1	170
	0.0	20.0	0.0	100.0	16.4
(2) Satisfactory.	4	3	4	0	541
	66.7	60.0	100.0	0.0	52.2
(3) In need of some improvement	1	1	0	0	233
	16.7	20.0	0.0	0.0	22.5
(4) Not at all satisfactory	0	0	0	0	49
	0.0	0.0	0.0	0.0	4.7
8. I feel the education and preparation for this career choice was:					
Omit. . .	1	0	0	0	52
	16.7	0.0	0.0	0.0	5.0
(1) Very satisfactory	0	0	1	1	191
	0.0	0.0	25.0	100.0	18.4
(2) Satisfactory.	4	4	2	0	589
	66.7	80.0	50.0	0.0	56.8
(3) In need of some improvement	1	1	1	0	176
	16.7	20.0	25.0	0.0	17.0
(4) Not at all satisfactory	0	0	0	0	29
	0.0	0.0	0.0	0.0	2.8
9. I feel I had adequate input into the development of educational and/or vocational goals for my child.					
Omit. . .	0	0	0	0	36
	0.0	0.0	0.0	0.0	3.5
(1) Yes	6	4	2	1	583
	100.0	80.0	50.0	100.0	56.2
(2) Not sure.	0	1	2	0	274
	0.0	20.0	50.0	0.0	26.4
(3) No.	0	0	0	0	144
	0.0	0.0	0.0	0.0	13.9
10. When did your child make a decision about his/her future career?					
Omit. . .	0	0	0	0	14
	0.0	0.0	0.0	0.0	1.4
(1) In elementary school.	0	0	0	0	45
	0.0	0.0	0.0	0.0	4.3
(2) In grades 7-9	0	0	3	0	148
	0.0	0.0	75.0	0.0	14.3
(3) In grades 10-11	3	1	0	0	316
	50.0	20.0	0.0	0.0	30.5
(4) In grade 12	1	1	0	0	201
	16.7	20.0	0.0	0.0	19.4
(5) After high school graduation. . . .	0	0	0	1	79
	0.0	0.0	0.0	100.0	7.6
(6) Undecided	2	3	1	0	234
	33.3	60.0	25.0	0.0	22.6

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Table G1
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Parent Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	0	0	0	0	66
	0.0	0.0	0.0	0.0	6.4
(1) Yes.	4	4	2	1	599
	66.7	80.0	50.0	100.0	57.8
(2) Not sure.	2	1	2	0	230
	33.3	20.0	50.0	0.0	22.2
(3) No.	0	0	0	0	142
	0.0	0.0	0.0	0.0	13.7
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	0	0	0	0	15
	0.0	0.0	0.0	0.0	1.4
(1) Yes	5	3	3	1	955
	83.3	60.0	75.0	100.0	92.1
(2) Not sure.	1	2	1	0	57
	16.7	40.0	25.0	0.0	5.5
(3) No.	0	0	0	0	10
	0.0	0.0	0.0	0.0	1.0
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	0	0	0	0	25
	0.0	0.0	0.0	0.0	2.4
(1) Yes	4	4	2	1	505
	66.7	80.0	50.0	100.0	48.7
(2) Not sure.	1	0	2	0	327
	16.7	0.0	50.0	0.0	31.5
(3) No.	1	1	0	0	180
	16.7	20.0	0.0	0.0	17.4
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	0	0	0	0	27
	0.0	0.0	0.0	0.0	2.6
(1) Yes	3	1	4	1	527
	50.0	20.0	100.0	100.0	50.8
(2) Not sure.	3	4	0	0	340
	50.0	80.0	0.0	0.0	32.8
(3) No.	0	0	0	0	143
	0.0	0.0	0.0	0.0	13.8
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	1	0	0	0	28
	16.7	0.0	0.0	0.0	2.7
(1) Yes	3	1	3	1	383
	50.0	20.0	75.0	100.0	36.9
(2) Not sure.	2	3	1	0	512
	33.3	60.0	25.0	0.0	49.4
(3) No.	0	1	0	0	114
	0.0	20.0	0.0	0.0	11.0

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Table G1
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Parent Questionnaire

	H N	H %	DL N	DL %	DO N	DO %
7. I feel the help given my child in making a career choice was: Omit . . .	8	14.0	0	0.0	1	1.0
(1) Very satisfactory	7	12.3	1	33.3	19	18.1
(2) Satisfactory	34	59.6	1	33.3	55	52.4
(3) In need of some improvement	8	14.0	0	0.0	23	21.9
(4) Not at all satisfactory	0	0.0	1	33.3	7	6.7
8. I feel the education and preparation for this career choice was: Omit . . .	7	12.3	0	0.0	2	1.9
(1) Very satisfactory	7	12.3	1	33.3	15	14.3
(2) Satisfactory	32	56.1	1	33.3	63	60.0
(3) In need of some improvement	10	17.5	0	0.0	21	20.0
(4) Not at all satisfactory	1	1.8	1	33.3	4	3.8
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	3	5.3	0	0.0	1	1.0
(1) Yes	37	64.9	2	66.7	56	53.3
(2) Not sure	14	24.6	0	0.0	25	23.8
(3) No	3	5.3	1	33.3	23	21.9
10. When did your child make a decision about his/her future career? Omit . . .	1	1.8	0	0.0	0	0.0
(1) In elementary school	3	5.3	1	33.3	5	4.8
(2) In grades 7-9	10	17.5	0	0.0	11	10.5
(3) In grades 10-11	8	14.0	0	0.0	30	28.6
(4) In Grade 12	10	17.5	1	33.3	16	15.2
(5) After high school graduation	3	5.3	0	0.0	17	16.2
(6) Undecided	22	38.6	1	33.3	26	24.8
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	7	12.3	0	0.0	2	1.9
(1) Yes	31	54.4	1	33.3	57	54.3
(2) Not sure	12	21.1	1	33.3	26	24.8
(3) No	7	12.3	1	33.3	20	19.0

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	H N	H %	DL N	DL %	DO N	DO %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	1	1.8	0	0.0	0	0.0
(1) Yes	51	89.5	3	100.0	101	96.2
(2) Not sure.	5	8.8	0	0.0	3	2.9
(3) No.	0	0.0	0	0.0	1	1.0
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	4	7.0	0	0.0	0	0.0
(1) Yes	30	52.6	1	33.3	61	58.1
(2) Not sure.	20	35.1	1	33.3	31	29.5
(3) No.	3	5.3	1	33.3	13	12.4
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	2	3.5	0	0.0	1	1.0
(1) Yes	21	36.8	1	33.3	60	57.1
(2) Not sure.	25	43.9	1	33.3	28	26.7
(3) No.	9	15.8	1	33.3	16	15.2
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	0	0.0	1	33.3	0	0.0
(1) Yes	20	35.1	0	0.0	52	49.5
(2) Not sure.	33	57.9	1	33.3	45	42.9
(3) No.	4	7.0	1	33.3	8	7.6

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Table G1
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Parent Questionnaire

	9TH N %	10TH N %	11TH N %	12TH N %	GRAD N %
7. I feel the help given my child in making a career choice was: Omit . . .	11 17.5	4 4.7	5 5.8	11 2.9	11 2.2
(1) Very satisfactory	5 7.9	7 8.2	10 11.6	63 16.7	97 19.4
(2) Satisfactory.	35 55.6	33 38.8	44 51.2	209 55.3	254 50.8
(3) In need of some improvement	9 14.3	33 38.8	20 23.3	82 21.7	121 24.2
(4) Not at all satisfactory	3 4.8	8 9.4	7 8.1	13 3.4	17 3.4
8. I feel the education and preparation for this career choice was: Omit . . .	15 23.8	8 9.4	7 8.1	12 3.2	8 1.6
(1) Very satisfactory	5 7.9	4 4.7	7 8.1	77 20.4	115 23.0
(2) Satisfactory.	37 58.7	41 48.2	50 58.1	211 55.8	288 57.6
(3) In need of some improvement	4 6.3	26 30.6	19 22.1	70 18.5	76 15.2
(4) Not at all satisfactory	2 3.2	6 7.1	3 3.5	8 2.1	13 2.6
9. I feel I had adequate input into the development of educational and/ or vocational goals for my child. Omit . . .	10 15.9	1 1.2	4 4.7	10 2.6	9 1.8
(1) Yes	27 42.9	42 49.4	38 44.2	214 56.6	308 61.6
(2) Not sure.	21 33.3	24 28.2	33 38.4	112 29.6	102 20.4
(3) No.	5 7.9	18 21.2	11 12.8	42 11.1	81 16.2
10. When did your child make a decision about his/her future career? Omit . . .	3 4.8	1 1.2	3 3.5	2 0.5	5 1.0
(1) In elementary school.	3 4.8	5 5.9	1 1.2	16 4.2	19 3.8
(2) In grades 7-9	26 41.3	29 34.1	18 20.9	40 10.6	46 9.2
(3) In grades 10-11	1 1.6	15 17.6	25 29.1	159 42.1	141 28.2
(4) In grade 12	2 3.2	0 0.0	0 0.0	87 23.0	136 27.2
(5) After high school graduation. . . .	0 0.0	1 1.2	2 2.3	2 0.5	79 15.8
(6) Undecided	28 44.4	34 40.0	37 43.0	72 19.0	74 14.8

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Table G1
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Parent Questionnaire

	9TH N %	10TH N %	11TH N %	12TH N %	GRAD N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit . . .	12	7	10	14	20
	19.0	8.2	11.6	3.7	4.0
(1) Yes.	32	40	36	226	315
	50.8	47.1	41.9	59.8	63.0
(2) Not sure.	15	30	31	88	84
	23.8	35.3	36.0	23.3	16.8
(3) No.	4	8	9	50	81
	6.3	9.4	10.5	13.2	16.2
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	3	1	2	4	4
	4.8	1.2	2.3	1.1	0.8
(1) Yes	52	77	75	343	476
	82.5	90.6	87.2	90.7	95.2
(2) Not sure.	5	6	8	30	17
	7.9	7.1	9.3	7.9	3.4
(3) No.	3	1	1	1	3
	4.8	1.2	1.2	0.3	0.6
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	3	3	3	7	8
	4.8	3.5	3.5	1.9	1.6
(1) Yes	22	20	33	175	288
	34.9	23.5	38.4	46.3	57.6
(2) Not sure.	32	41	30	129	117
	50.8	48.2	34.9	34.1	23.4
(3) No.	6	21	20	67	87
	9.5	24.7	23.3	17.7	17.4
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	4	2	3	6	12
	6.3	2.4	3.5	1.6	2.4
(1) Yes	29	30	32	194	282
	46.0	35.3	37.2	51.3	56.4
(2) Not sure.	22	36	43	122	145
	34.9	42.4	50.0	32.3	29.0
(3) No.	8	17	8	56	61
	12.7	20.0	9.3	14.8	12.2
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	4	2	4	8	12
	6.3	2.4	4.7	2.1	2.4
(1) Yes	24	25	27	119	208
	38.1	29.4	31.4	31.5	41.6
(2) Not sure.	31	47	47	214	218
	49.2	55.3	54.7	56.6	43.6
(3) No.	4	11	8	37	62
	6.3	12.9	9.3	9.8	12.4

H1

Articulation Questionnaire

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Articulation Questionnaire

Item Statement	Total	
	N	%
1. My secondary school position is: (Check one) (if you work in a VTAE system, go to item 2) Omit	49	43.8
(1) District administrator	4	3.6
(2) CESA administrator	0	0.0
(3) LVEC	2	1.8
(4) Principal	6	5.4
(5) Vocational instructor	39	34.8
(6) Counselor	6	5.4
(7) Special needs	6	5.4
(8) CESA vocational education specialist	0	0.0
2. My VTAE district position is: (Check one) (if you work in a secondary school system, go to item 3) Omit	52	46.4
(1) District director	3	2.7
(2) Instructional services administrator	14	12.5
(3) Adult and continuing education administrator	8	7.1
(4) Counselor	8	7.1
(5) Vocational instructor	18	16.1
(6) High school relations administrator	7	6.3
(7) Campus administrator	2	1.8
(8) Special needs	4	3.6
3. Do you serve on a vocational advisory committee in: (Check all that apply) Omit	48	42.9
(1) A secondary program	42	37.5
(2) A VTAE program	18	16.1
(3) A joint secondary/VTAE program	13	11.6
4. Do you participate in articulation meetings with: (Check all that apply) Omit	17	15.2
(1) Secondary vocational staff	68	60.7
(2) Secondary nonvocational staff	39	34.8
(3) LVEC(s)	45	40.2
(4) Secondary counselors	39	34.8
(5) Secondary special needs staff	25	22.3
(6) VTAE vocational staff	41	36.6
(7) VTAE administrative staff	35	31.3
(8) VTAE counselors	26	23.2
(9) VTAE special needs staff	13	11.6
5. Are instructional provisions made for advanced placement of vocational students in/from another institution? Omit	3	2.7
(1) Yes	68	60.7
(2) Not sure	29	25.9
(3) No	12	10.7
6. Is data gathered on the post-high school performance(GPA) of vocational graduates? Omit	1	0.9
(1) Yes	51	45.5
(2) Not sure	56	50.0
(3) No	4	3.6

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Articulation Questionnaire

Item Statement	Total N	Total %
7. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field? Omit . . .	1	0.9
(1) Yes	63	56.3
(2) Not sure.	45	40.2
(3) No.	3	2.7
8. Do secondary graduates have the skills and knowledge needed to enter post-secondary training? Omit . . .	4	3.6
(1) Yes	64	57.1
(2) Not sure.	28	25.0
(3) No.	16	14.3

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	N	Mean	StD
9. Curriculum development.	86	3.453	1.262
10. Identification of community resources	86	3.047	1.105
11. Advanced placement.	84	3.310	1.151
12. Co-op programs.	81	2.679	1.171
13. Shared facilities	85	2.976	1.282
14. Shared staff.	85	2.565	1.159
15. Placement services.	83	2.602	0.987
16. Employer follow-up.	82	2.671	1.066
17. Graduate follow-up.	83	2.928	1.145
18. Business and industry partnerships.	83	3.060	1.130
19. Philosophy of vocational education.	85	3.412	1.218
20. Professional development experiences.	84	3.524	1.114
21. Certification of staff.	84	3.036	1.207
22. Exemplary projects.	83	3.000	1.148
23. Mutual legislative concerns	86	3.163	1.083
24. Alternative education delivery strategies . . .	84	3.060	1.274
25. Needs assessment.	84	2.893	1.087
26. Administration of JTPA funds.	81	2.691	1.251

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

J1

Board of Education Opinionnaire

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Item Statement	Total N	Total %
1. To what extent are you aware of the general philosophy and objectives of the vocational education program in your district? Omit. . .	0	0.0
(1) Very aware.	45	26.3
(2) Aware	117	68.4
(3) Not aware	9	5.3
2. To what extent are you aware of the general needs of the students served by the vocational education program in your district? Omit. . .	1	0.6
(1) Very aware.	31	18.1
(2) Aware	119	69.6
(3) Not aware	20	11.7
3. Using the past school year as a reference, at what percentage of board meetings did you discuss items relating to the vocational education programs? Omit. . .	8	4.7
(1) Over 50%	10	5.8
(2) 25 to 50%.	59	34.5
(3) 5 to 10%	69	40.4
(4) Less than 5%	25	14.6
4. In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs? Omit. . .	0	0.0
(1) Great value	84	49.1
(2) Moderate value.	81	47.4
(3) Little value.	6	3.5
(4) No value.	0	0.0
5. In the course of the past school year, how much contact from electors in your district would you estimate you have had related to vocational education programs? (Contact refers to phone calls, letters, conversations, etc.) Omit. . .	3	1.8
(1) A great deal of contact	5	2.9
(2) A moderate amount of contact.	33	19.3
(3) Very little contact	92	53.8
(4) No contact.	38	22.2

Item Statement	N	Mean	Std
6. One function of a high school is to develop vocational skills in all its students.	169	3.598	1.071
7. Most students who take vocational education in high schools have other scholastic skills	171	3.994	0.740
8. In my community many people favor an increase in vocational education in the high school.	167	3.305	0.812
9. It is appropriate to offer vocational education in high school.	171	4.380	0.712

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Table J1
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Board of Education Opinionnaire

Item Statement	N	Mean	Std
10. There should be more money set aside in the school budget for vocational programs	169	3.343	0.920
11. Most vocational education programs offered today in high school are up-to-date.	171	3.175	0.916
12. Vocational education programs prepare high school students for a range of job opportunities potentially available to them.	171	3.684	0.891
13. For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	170	3.800	0.840
14. It is important to provide students with vocational courses as well as other educational opportunities.	170	4.300	0.614
15. Vocational education should be encouraged more among high school students	170	3.747	0.836
16. The vocational education program in high school should be intended for all youth	171	3.392	1.129
17. My community, along or in with conjunction with other communities, should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. .	171	4.152	0.812
18. Vocational education in high school makes enough students useful members of society to justify its costs.	168	3.893	0.883
19. Good vocational education programs in public schools attract new industry or hold industry in the area	166	3.361	0.922
20. Taking vocational education courses helps students pursue further education after high school	170	3.765	0.794
21. A graduate of a high school vocational education program has many job skills to use in post-high school employment.	171	3.509	0.863
22. Students should begin vocational education during high school.	170	3.618	1.021
23. A high school graduate of a vocational education program impresses me greatly	165	3.321	0.796

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Appendix C

GLOSSARY

Capstone Concept:	The idea of "capping" a student's secondary education experience by offering a final sequence of courses leading to the development of employable skills, knowledges, and attitudes.
Cooperative Education:	A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program
Department of Public Instruction (DPI):	The state agency responsible for carrying out educational policies from kindergarten through grade 12.
Disadvantaged Students:	Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
General Education Program:	An academic, nonvocational program.
Handicapped Students:	Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include coop/simulation/project method, and preparation for a wage-earning job.

Limited English Proficient:	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English; i.e., Limited English Proficient.
Local Vocational Education Coordinator (LVEC):	A qualified staff member who has overall responsibilities for a vocational education program. This person works with all departments, conducts or assists with inservice training, helps establish and utilize steering and advisory committees, and acts as liaison with community resources including the employment service, the vocational-technical schools, and labor and employer groups.
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates have taken two or more courses in one vocational discipline. Courses may be a semester or a year in length.
Special Needs Students:	A generic term used to include (1) disadvantaged (DO), (2) handicapped (H), and (3) those students with limited English proficiency (DL).
Vocational Education:	Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics (family/consumer education), health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program.
VTAE:	The Vocational, Technical and Adult Education Districts. The 16 geographical divisions of the state that provide postsecondary vocational, technical and adult education to Wisconsin citizens.

Appendix D

ACRONYMS

ACAD	Academic
AG	Agriculture Education Program
AIN	American Indian
API	Asian or Pacific Islander
BE	Business Education Program
BNH	Black, not Hispanic
BVE	Bureau for Vocational Education
CVTAE	Center for Vocational, Technical and Adult Education
DPI	Department of Public Instruction
DL	Disadvantaged Limited English Proficient
DO	Disadvantaged Other
GE	General Education Program
H	Handicapped
HE	Home Economics Program (Family/Consumer Education Program)
HIS	Hispanic
HO	Health Occupations Program
IPC	Instructional Program Component
LEA	Local Educational Agency
LVEC	Local Vocational Education Coordinator
ME	Marketing Education Program
N	Number
%	Percent
SEQ	Sequence Course
SPNS	Special Needs
StD	Standard Deviation
TE	Technology Education Program
VOC	Vocational
VTAE	Vocational, Technical and Adult Education
WNH	White, not Hispanic